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ABSTRACT

The articles collected here are intended to inform parents of all the theoretical and practical considerations involved in initiating and maintaining second language instruction, specifically in French, for the child. Topics covered include: (1) descriptions of types of second language programs; (2) teaching methods; (3) results of research on the effects of second language immersion; (4) social, psychological administrative, and pedagogical aspects of immersion; (5) alternatives to immersion (bilingual programs, core programs); (6) methods by which parents can obtain the kind of instruction they desire for their children; and (7) classroom techniques such as use of music and games. A bibliography of books, periodicals, comic books and records, and a directory of summer and other opportunities in Canada are appended. (JB)

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So You Want Your Child to Learn French!

a handbook for parents

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Compiled and Edited by

Beth Miacak
of Canadian Parents for French
and
Elaine Isabelle
of the Citizens' Committee on Children

FL 012 384

- expert opinions on various teaching methods
- how to acquire and retain French programs
- a look at results
- sources of assistance and information

So You Want Your Child to Learn French!

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Elaine Isabelle

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Foreword

Maxwell Yalden, Commissioner of Official Languages

I want to congratulate Canadian Parents for French for their efforts in the cause of second-language learning. *So You Want Your Child to Learn French!* is an eloquent example of the excellent work they have been doing.

This publication, like the two editions of *What's What for Children Learning French* published by the Citizens' Committee on Children, will be an invaluable tool for the growing number of parents who are convinced that second-language skills can enrich young people's lives and provide a broader cultural outlook. They will find here a realistic guide to the choices they will want to make in planning the education of their children.

I have no doubt that this publication will also stimulate parents to take an increasingly active role in this field and to exert pressure on their respective school boards and ministries of education. There is virtually no limit to what needs to be done in developing both the art and science of second-language teaching, and parents and other interested citizens have a crucial part to play in bringing about these improvements.

While second-language enrolments have decreased at the secondary level, they are steadily increasing at the primary level. As things now stand, it is with our younger children that the effort for genuine bilingualism will either prove itself or fail. Immersion enrolments in Canada are now close to 40,000. The impressive results obtained by this approach certainly warrant that parents continue to apply pressure for increased facilities of this type.

I hope that more and more parents will take some responsibility for their child's second-language learning on themselves. They should seek every opportunity which their community offers to reinforce the results the teachers have been able to accomplish in the schools. *So You Want Your Child to Learn French!* will also enable them to make sound decisions on this front. May I wish the sponsoring association, the authors of the various texts, and each and every parent-reader good luck and *bon courage* in a venture which should be of interest and concern to all Canadians.

Introduction

Beth Mlacak

In 1972, the Citizens' Committee on Children, an organization of private citizens dedicated to promoting the well-being and happiness of the children of Ottawa and the surrounding area, published its first edition of *What's What for Children Learning French*. The second edition was published in 1976 to incorporate updated and new material.

Although both publications were primarily intended to serve the need and interest of English-speaking parents in the National Capital area, they evoked a substantial degree of national demand.

In October 1977, the Citizens' Committee on Children approached the Board of the newly founded Canadian Parents for French organization with the suggestion that the two groups collaborate on a national edition of a handbook for parents interested in French for their children. *So You Want Your Child to Learn French!* is the realization of that idea, and Canadian Parents for French wishes to acknowledge the many helpful suggestions offered and services rendered to us by the Citizens' Committee on Children during the production of this booklet. We are particularly grateful to have had the able and experienced assistance of one of their members, Elaine Isabelle, in her role as co-editor.

Our principal objective is to reach English-speaking parents across Canada with practical information on all aspects of children learning French as a second language, in the firm belief that learning French goes beyond the fact that Canada has two official languages. It is a vehicle for cultural and educational enrichment. We feel certain that school boards and professionals in the field of education will find the book useful as well.

Included among our contributors are parents who have gathered valuable data in the process of working for good French programs for their children. We also have prominent Canadian researchers and professionals in the field of education as contributors. As well, some of the contributors to the second edition of *What's What for Children Learning French* have revised, updated, or written new articles for this publication. The topics covered in this booklet range from an examination of the reasons for bilingualism to practical advice on how to get and keep French programs, and articles with many new and helpful ideas for cultural enrichment in French for children. Although an entire section is devoted to research findings, and much of that research is focused on early French immersion, this represents only a starting base of information on one of the most intensively researched programs in Canadian education. We offer this section because we feel parents should be aware of recent and ongoing research findings, since school boards will implement French programs based to some degree on these results. Although very little research has been conducted on core and extended French programs, we have included a detailed article on core French as this will continue to be the only program available to the vast majority of children. The reader may find that some of the research raises further questions. We suggest, in that case, that you pursue

the matter further by exploring the references provided herein, or by writing to Canadian Parents for French for a copy of *A Bibliography of Articles and Books on Bilingualism in Education*. Ultimately, parents must decide what is best for their child, and, with regard to French programs, their decision often must be based on the availability of programs in their school area.

We welcome your comments on our listings of books, records, etc. You will note elsewhere in this book that it is the intention of Canadian Parents for French to continue to disseminate information to parents throughout the country, and it is for this reason that we are seeking input from our readers.

This handbook is funded in part by the Language Programs Branch of the Department of the Secretary of State under its program to encourage the dissemination of information on the teaching and learning of English and French as second languages.

We sincerely thank all those who have contributed articles to this handbook and the many people from whom we have compiled information. Their patience and support was a source of encouragement and facilitated bringing the project to fulfillment.

Why Bilingualism?

Jane Carrothers

Canada has a commitment to two official languages, English and French. This commitment began with the founding of our country and was reaffirmed in 1969 when the Official Languages Act, supported by all parties, became national policy. For anglophones, the answers to the question "Why bilingualism?" must be first, that we recognize the French Fact as an integral part of Canada, and want for our children and ourselves a clear understanding of it, and a definite relationship with it; second, that the ability to function in two languages gives an extra dimension to our perception of life and is a continuing source of enrichment to us. For many of us these answers have regional variations, but they nonetheless reflect a strong faith in the future of our country.

Although we are a country committed to bilingualism, for many this fact remains an intellectual exercise which has no appeal. Furthermore, second-language teaching has not been well managed in Canada. Hence the question "Why bilingualism?" occurs over and over again. This often puzzles people who have long since made the commitment to bilingualism, or those for whom the circumstances of their lives have already given them two languages. People who are unable to accept a national commitment to bilingualism often appear to be antagonistic to the existence of Canada's other official language. The bilingual zone, stretching from northern Ontario through the Ottawa valley and the southern part of Quebec to the north shore of New Brunswick, does not have much meaning in western Canada where, except for Manitoba, the pattern of settlement was different from that in central and eastern Canada. Many westerners tend to ignore this historical fact and current political and cultural manifestations, and assume that if they also ignore French it will go away. "We here in western Canada", they say, "have no use for another language", or perhaps "If we are to learn another language why not German, Ukrainian or Italian?" Those of us who feel strongly, that in Canada English and French are the two first languages, have difficulty prevailing against this attitude, whether it be based on economic grounds — the cost of institutional bilingualism — on grounds of the primacy of English in North America, or on a rejection of the concept of two founding peoples.

Opposition to bilingualism exists throughout the country. Those opposing are often vocal and can be highly articulate in print as well. One argument against the policy of bilingualism, seen as a means to integrating more French-speaking Canadians into the national structure, was that the French language was declining in use within Quebec as well as in the French-language communities outside Quebec; therefore government action to sustain the language was artificial and

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ELVIS

could not succeed. This theory found a strong echo in Quebec, which eventually led to Bills 22 and 101 and a surging emphasis on French unilingualism in that province. While the reaction to these pieces of legislation on a national scale was one of shock, Quebec anglophones and other non-French-speaking Quebeckers, of necessity, increased their efforts to achieve individual bilingualism in order to cope with enforced institutional unilingualism.

In response to this turn of events, to a moderate degree of success in bilingualizing the federal public service, and to increasing the number of francophones in the armed forces, the "anti-bilinguals" fanned the air with cries of a French takeover. Seldom can national policy have been so poorly interpreted to the nation, so easily and frequently misunderstood, and so resented. If a fraction of the money spent on launching the Anti-Inflation Board had been lavished on the debut of the Official Languages Act, we might not now, eleven years later, still be struggling to justify this legislation. It is well to be realistic about the widespread antagonism which exists about institutional bilingualism. The policy has generally been executed without proper planning and at great cost. We must distinguish carefully between institutional bilingualism and the tendency towards individual bilingualism which is what this booklet is all about. In a few more years institutional bilingualism will appear less strange and unnatural to anglophones because there will be sufficient numbers of bilingual anglophones to "man the posts" if they so wish. In other words, before too long much of the antagonism should disappear.

Happily however, bilingualism is on the increase, not by leaps and bounds, but by slow and careful steps, and not only in the bilingual zone but all over the country. True, there are dedicated adults studying French from St. John's to Victoria, but the most dramatic evidence of increasing bilingualism is found in the schools. Even opponents of bilingualism as a national policy favor starting a second language in early childhood, probably because their own memories of learning French are painful, and because for so many years French was taught as a dead language. Rarely was the French learned by most of today's parents adequate to a real occasion. This sad fact was one reason behind the efforts made by groups of parents in different parts of the country to set up private schools in which their children could learn French by being taught in that language by French-speaking teachers. A direct result of the findings of the Royal Commission on Bilingualism and Biculturalism was that many anglophone Canadians became informed, both generally and particularly, about their French compatriots, and their curiosity was stirred to continue the exploration. At that time Harry Giles was establishing his now well-known Toronto French School. Several prototypes grew up during the next few years stimulated by the driving spirit of the Toronto French School, though differing from it and seldom advancing to the secondary level. These private, parent-run schools proved to be excellent in the preschool and elementary years. They provided a first-class education with the added benefit of the French language. The committed parents who founded these schools did so because in most cities outside the bilingual zone and even in those within it, public educators were not prepared to offer French immersion programs. These parents learned to lobby their local school boards and to publicize their efforts, at first painfully and

slowly but eventually with results. The number of public and separate schools across Canada which now offer immersion programs for non-French-speaking children increases every year and at least 40,000 children are now in such programs.

A great improvement in public attitudes to bilingual education has resulted from the final report of the first Commissioner of Official Languages, Keith Spicer. His statement that bilingualism must start in the schools, made a profound impact on the place of French in our ten provincial systems of education. Mr. Spicer, a true bilingual, articulated forcefully what many of us not-so-bilingual parents have known since we first subscribed to the theories and practice of Dr. Wilder Penfield: that second-language learning should begin at the age of three or four. Keith Spicer's efforts have gone a very long way towards making the teaching and learning of French in the modern idiom much more acceptable from sea to sea.

Parents living outside the bilingual zone know that, with rare exceptions, their children will not become perfectly bilingual. Most of us expect our children who are in immersion programs to achieve functional bilingualism, presumably warmed by the friendships made and experiences shared with children and parents of the other official language and culture. With patience, imagination, and dedication, we should see a generation of anglophone Canadians many of whom will have true rapport with their francophone peers.

So much has changed in our approach to second-language teaching and learning since the days when even universities conducted French classes in English, when French was dropped as an entrance requirement for many universities, and when high schools discouraged students from taking French. Considering the often poor quality of teaching, the inadequacy of the programs, and the lack of teaching aids, this de-emphasis was perhaps understandable, but regrettable. Today however we welcome a new approach to the teaching of French in our schools, which encompasses not only the immersion classes in which many of us are able to enrol our children, but also the various lively core programs for children in the regular program. There is a growing demand for fluently French-speaking teachers to staff the new programs, and special training programs are being offered by some of our universities. Federal funding is available to assist teachers and education students to participate in this special field of teaching children in a second language. Exchanges and visits are encouraged to complement the courses. At present elementary immersion programs are constantly being evaluated both by the participating staff and by outside experts, to ensure continued success. No longer are we a pioneering group. The school systems from coast to coast, public, separate and private, are attempting to respond to the heightened demand for better French programs from Kindergarten through High School. Canadian Parents for French, has, in its two years of existence, provided practical assistance as well as moral support to many groups of parents wishing to achieve some form of French immersion schooling for their children. The wider the spectrum of children to whom good training in French is made available, the more sure the place of such programs will be in all our systems of education.

Given this steady growth in the number of children learning French, and a corresponding increase in student exchanges and related activities, due in large

part to federal funding, one further question becomes highly pertinent. What happens when the more or less functionally bilingual child emerges from his elementary (or other) immersion cocoon and his secondary follow-up program and must maintain his French without the support of the school? For those students who do not live in Canada's bilingual zone, or who are not in close and natural relationship with French speakers in their own community, maintaining the second language will present a severe test. Leaving aside politics and policies, we can expect that parents and educators and, most importantly, the students themselves will develop the means to maintain their special language skills. Our students must continue to develop friendships with their French-speaking exchanges, and to seek opportunities for travel and employment in French. Possibly more tutoring or monitoring systems could be developed whereby bilingual students could work in the schools helping younger pupils learning French. While some jobs will be available for bilinguals in the federal public service, and in private companies doing business nationally and internationally, many students will not seek to work in both languages. But for all these students the second language will continue to provide a strong link and a means of communication with the French-speaking community — links which many of us think are of vital importance to the future of our country. Parents must give continuing support to their children and to their teachers. We must be articulate in supporting them and active in the continuing promotion of the enormous benefits of a good bilingual education.

It is not easy to do something different in education. Research now bears out what committed parents have always felt, that the bilingual child is the enriched child, the fortunate child, and it may not be long before the answer most often heard to the question "Why bilingualism?" is "Why not?"

An Overview of French Second-Language Programs

H.P. Edwards

During the past decade, such an array of French second-language program alternatives have developed that the average parent may be bewildered in attempting to determine which of the available options would best suit his or her child. This article outlines the types of alternatives available in many parts of Canada. This is probably more useful than outlining the specific alternatives available this year in any one area, since these have undergone considerable development and change recently, and will no doubt continue to do so. This article classifies alternatives whereby anglophone children may receive French-language instruction according to the following headings: intended population, entry point, format of program, amount of French, objectives of the program, and other considerations.

Intended Population

At the most general level, an anglophone child may be sent to a French school system intended for francophone pupils, and be expected to develop French-language skills. This option was popular in Quebec and Ontario until precluded by legislative changes. According to the most recent legislation in the province of Quebec, it is again a viable option for many, and is, in fact, the only option currently open to some English-speaking families. The availability of this option varies considerably from one region to another.

All other French-language programs considered in this article are intended for English-speaking children who wish to become bilingual. Some optional programs are selected by fifty percent or less of the population within a school system, while others are either compulsory for all pupils at certain grade levels, or, are selected by the vast majority of parents and pupils. Clearly, the pupil mix in the latter tends to be very similar to that found in unilingual English-language programs, while pupils in the former tend to be a more select group. In fact, some optional programs screen pupils prior to entry, usually on the basis of previous scholastic performance, and particularly in the area of second-language learning.

Entry Point

French second-language programs differ considerably in terms of their point of origin. It may be Kindergarten, Grade 1, Grade 4, Grade 7, Grade 9, or later. All things being equal, I prefer the earlier entry points. However, parents whose children have been unable to enter an adequate French second-language program early in their school years may be wise to look into the feasibility of late immersion, or related programs. Recent research as to the effectiveness of these programs has yielded encouraging results.

HENRY EDWARDS is a professor in the School of Psychology at the University of Ottawa and the Director of an eight-year study funded by the Ontario Ministry of Education to evaluate the French second-language programs offered by the Ottawa Roman Catholic Separate School Board.

Format of the Program

Opportunities for French second-language learning may span one or more years of regular school programs, or they may be found in other contexts such as summer exchange programs, summer camps, and second-language instruction via organizations other than school systems. In some cases, these programs warrant serious consideration, particularly if the aim of second-language instruction is not so much to develop a high level of bilingual competence, as it is to acquire a greater understanding of the second language and culture.

The three most common types of programs are defined by the Ontario Ministry of Education as core, extended, and immersion. In a core program, pupils take a daily period of instruction in French, usually twenty to forty minutes in duration, and otherwise follow a standard English-language curriculum. The extended program option includes a core program in French as a second language as well as one or two other subjects in which French is the language of communication, within an otherwise standard English-language curriculum. In an extended program, daily instruction in the French language may vary from sixty minutes to nearly fifty percent of total instruction time. Immersion programs are those in which most of the instruction is given using French as the language of communication. A pattern frequently used is to expose pupils to intensive amounts of French in the first year or two of the program, and then to reduce the immersion time in subsequent years. To these programs should be added a variant which is being offered in several school systems, and which is between immersion and extended. This is the bilingual program in which the school curriculum, at each grade level, is divided into two halves, one being taught in English, and the other in French.

Amount of Instruction in the French Language

Programs designated as core, extended, bilingual, and immersion generally provide increasing amounts of instruction in the French language. All provide instruction in French as a second language, and all, except core, provide subject matter instruction through the medium of the second language. However, a program designated as immersion does not always provide more French-language instruction if followed in its entirety than a program designated as bilingual. For example, a late immersion program may span two years, and a bilingual program may span six years. Clearly, if both of these programs are followed in their entirety, the total amount of instruction through the French language is greater in the six year bilingual program than in the two year late immersion. This consideration is important because the degree of proficiency in the French language, as in any foreign language, tends to be strongly related to the total amount of exposure to, and instruction in, that language.

Objectives of the Program

As pointed out in a 1977 publication of the Ontario Ministry of Education, *Teaching and Learning French as a Second Language*, it is not the aim of all French second-language programs to make the pupils fully bilingual. The publication further suggests one of three levels which the average pupil in the program may be expected to achieve. The levels are designated as the basic level,

the middle level, and the top level. The basic level is considered to be achievable through at least 1,200 hours of French instruction during the student's school career. It should enable the student to acquire a fundamental knowledge of the language, the ability to participate in simple conversation, the ability to read simple texts, the ability to resume the study of French in later life, and a basic knowledge and appreciation of the culture and aspirations of French-speaking Canadians. The middle level is considered achievable through at least 2,100 hours of French instruction during the student's school career. It is expected to enable the student to read newspapers and books of personal interest with occasional help from a dictionary, to understand radio, and television, to participate adequately in conversation, to possess information about the culture and other aspects of a French-speaking community, and to function reasonably well in a French-speaking community after a few months' residence. The top level is achievable through at least 5,000 hours of French instruction during the student's school career. It should enable the student to continue his education using French as the language of instruction at the college or university level, to accept employment using French as the working language, to participate easily in conversation, and to understand and appreciate the emotional attitudes and values held in common by members of the French-speaking community.

School systems providing various alternative programs of French second-language instruction generally do not make explicit the objectives of these options. This may be partly due to the fact that such programs have evolved largely during the last decade. Thus, in spite of substantial research into various program alternatives, little is known about the adult competency reached by pupils who have followed various program alternatives in their elementary years. Nevertheless, in selecting a second-language program for their child, parents would be wise to discuss with appropriate school authorities, in general terms at least, whether the programs under consideration have as their objective the basic, middle, or top level of bilingual competency.

Other Considerations

In selecting a French second-language program for an individual child, there are invariably considerations, other than those already mentioned, which may be important in some cases, and trivial in others. These considerations are not peculiar to French second-language programs, but are considerations that parents normally should concern themselves with in selecting a school and a program for their child, whenever there are options available. They concern characteristics and location of the school, teacher qualifications, and availability of remedial help.

In conclusion, this article has addressed itself to the major characteristics differentiating French second-language programs available in Canada today. I have not attempted to provide an assessment of the various program options because discussions of research findings concerning these programs are available in this publication and elsewhere. It is the parents' task to select that program of instruction, among available options, which, in their view, best answers the needs of their child. My purpose in this article has been to provide some guidelines which may enable parents to ask the most appropriate questions, and thus arrive at well-informed decisions.

Methods in Language Teaching

Janice Yalden

What do we mean by "methods" in language teaching? Do we mean a specific textbook that is used in a class? Do we mean certain kinds of drills and exercises? Are we referring to the practice of using only the language being learned, with English banned completely from the classroom? Or do we just mean that the teacher knows what he or she is doing? Usually we mean a little bit of all these things — especially the last. But basically, when we talk about a "method", what we have in mind is *an overall plan* for presenting, in a classroom, the language being studied. Such a plan should be based on a set of underlying assumptions about what language is; any method therefore must be consistent with the assumptions made by its creators. What the teacher does in order to implement the overall plan (after coming into the classroom, and saying *"Bonjour"*, *"Guten Tag"*, *"Buenos Dias"* or one of dozens of other possible greetings), is that he or she uses teaching *techniques* to get across a particular point, or to reach a particular goal. These teaching techniques are the nuts and bolts of the language teaching profession — all the many tricks and drills and stratagems employed to help the student learn. There are hundreds of them; many a book has been written setting them out. The teacher — or the person designing the course — has to choose among them all, and he or she chooses according to the method which has previously been decided on in accordance with his or her beliefs about what language is and how best to teach it. We can see that there ought to be a progression, then, from *assumptions* to *overall plan (method)* to classroom *techniques*. Let us look at the principal methods used in language teaching, the ideas and assumptions about language that form their basis, and also at how these methods work out in practice.

The Grammar-Translation Tradition

There are two main currents of ideas about how we learn languages that have given rise to two basic traditions in language teaching. From these two traditions spring most of the methods used today. The older tradition is probably the grammar-translation one. Latin and Greek were, along with mathematics, the most important subjects of study for the educated from ancient times until well into the nineteenth century. In the nineteenth century, grammar was studied very carefully almost as though it were a system of logic. Since it was believed that students could not understand another language directly, languages were always translated into the native language of the learner. Thinking about the language being learned (the "target" language) and about the native language was a process of continual switching back and forth; there was no attempt to break the language barrier by "thinking" in the target language.

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The Tradition of Direct Contact

Through the centuries there were many who criticized translation as a basis for teaching languages. During and after the Renaissance, when national, living languages were acquiring new importance and stature through the emergence of national literatures, the criticism became louder, and direct contact with the "target" language was urged, on the grounds that it was more natural, more like the way we learn our mother tongue. In this brief article, however, we shall not try to trace styles in language teaching since early times. What is of concern to us is the emergence of a new method based on the scientific study of language combined with certain psychological principles. This method began to receive its theoretical framework in the early years of this century from men who shared the belief that in foreign language teaching, primacy should be given to the spoken language. Their point of departure was diametrically opposed to that of the advocates of the grammar-translation approach. They believed that the student must function, from the beginning, *directly* in the foreign language, without going through the medium of the native tongue. The Direct Method, as it is now known, goes back to the end of the nineteenth century, when Wilhelm Viëtor in Germany, then François Gouin in France, later M.D. Berlitz (whose ***Berlitz Method*** was published in 1907 in New York), Henry Sweet and Harold Palmer in England (whose work was published between 1899 and about 1922) and many others in Europe and America all advocated thorough training in the spoken language, the study of phonetics,* and aural comprehension and discrimination training. Their ideas had initially a great deal of influence in Europe, though due to the lack of properly trained teachers and a conservative desire to cling to familiar grammar-translation methods, the spread of the Direct Method was limited.

In the United States and Canada similar problems led to retention of the "classical" method of language training (through grammar and translation) in the early part of the century; in 1929, a very lengthy study was published of the results of experimentation in the U.S. and Canada. The Coleman Report as it is known, stated that since most students spent only a couple of years studying a language in school, training designed to produce efficiency in reading was the most desirable that should be provided. This advice was very widely followed for quite some time.

A New Influence: the Contributions of Structural Linguistics

Leonard Bloomfield, an American linguist, published in 1933 a book called simply *Language* in which he upheld very strongly the idea that the spoken language comes first, both in teaching and in linguistic analysis. (His work and the work of his followers, is known as "Structural" linguistics, and with it came a new concept of language teaching). Although his main concern was the study of languages and not teaching them, a great many linguists became involved in the teaching of languages in the forties, when the United States Armed Forces wanted

*Phonetics: the study of speech processes, including how we articulate sounds. Phonetics has many applications including phonetic transcription, a system of symbols which can be used to write down the sounds of any language.

to teach unusual languages to a large number of soldiers, and needed good, efficient materials with which to do so. The American Council of Learned Societies adopted in 1941 a training program called the Intensive Language Program, which was unusual in that linguists for the first time were put in charge of the language-learning process. They developed a view of language teaching which was very different from what had been classroom practice before the war. The central idea here was that of language as a system of speech habits. Three main principles governed the teaching in this program: that students should be taught first to speak the foreign language they were learning; that the linguists who were preparing teaching materials should use as a basis the spoken language; and that in teaching, before introducing the written language, phonetic transcription would be used, at least in the early stages. A very different thing indeed from translation of literary prose passages, learning parts of speech and memorizing lists of vocabulary. Of the various language-training programs carried out during the war, the Intensive Language Program and its descendants were those which can be said to have been the forerunners of the "audio-lingual" method. The results obtained were much publicized, even exaggerated in the press; many principles of the Intensive Language Program were adopted after the war, especially in colleges.

"Rule learning" (the key to the grammar-translation method) was now looked on with horror by the proponents of the new approach; repetition of model sentences was the basic exercise in the new method developed by the structuralists. For those unfamiliar with this type of exercise, here is an example in English — the teacher utters the first model sentence, the students repeat it; the teacher then gives a verbal "cue", and the students must then repeat the model sentence, substituting the "cue" word in the appropriate place, and making any necessary changes.

Teacher: This is a table.
Students: This is a table.
Teacher: House
Students: This is a house.
Teacher: Houses
Students: These are houses.
Teacher: Chair
Students: This is a chair.
Teacher: That
Students: That is a chair.
Teacher: Those
Students: Those are chairs.

This is known as a "substitution" drill; there are many variations, but the technique remains essentially one of repetition with small changes. To construct these drills, the writer of teaching materials must have a very good knowledge of the basic "sentence patterns" of the foreign language he is working with, so as to be able to prepare a great many pattern drills of various kinds. Repetition of these drills, it was thought, would make the student give automatic responses to certain stimuli or cues, and thus develop in him the potential ability to converse freely.

Pattern drills as a basic exercise were enthusiastically adopted by the language-teaching profession, especially since there was now available a marvelous new teaching tool, the tape recorder. This machine was ideal for pattern practice. It could take over from the teacher the drudgery of repetitious drills without ever itself becoming weary. The student received all the advantages of being exposed to a variety of voices in the "target" language (the language he wanted to learn), and in addition could record his own voice, replay what he recorded, and thus in theory be able to correct his own errors. Batteries of tape recorders were installed in specially designed classrooms which were outfitted with individual booths and thus the language laboratory was born. Next, under the National Defence Education Act passed in 1958, thousands and thousands of dollars of federal government funds were spent in the United States outfitting schools and colleges with increasingly complex and sophisticated language laboratories. Research studies were launched comparing results obtained using one type of installation with those obtained with another. But no research at all was done on the effectiveness of "software" (that is, the material which was being recorded: types of exercises, and so on.) Publishers produced ever larger "packages" of teaching materials: textbook, teacher's manual, tape recordings, laboratory manuals for the students' use, etc.

A Second Major Influence: Psychology and Language Teaching

Although the linguists had developed their teaching materials for use in the Intensive Language Program long before the appearance of B.F. Skinner's book, *Verbal Behaviour*, the psychological theories expressed in it have been used to give support to language-teaching methods which grew out of the postwar experience. The argument seemed to be that human beings acquired and used language in a way not essentially different from that in which rats could be taught to go through a maze: through being given certain stimuli and through being rewarded for a correct response and punished for an incorrect one, they would acquire certain patterns of behavior. This idea of human language as a set of acquired skills and patterns of behavior has had a very profound influence both on techniques used in language teaching and on the construction of reading materials.

The Audio-lingual Method — a Descendant of Structural Linguistics

Psychology and linguistics had come together in their respective approaches to language. Certain assumptions (based on this union) concerning language learning were therefore made by those who developed new language-teaching materials in the fifties. These have been expressed as follows:

1) that learning a foreign language implies the mechanical formation of new habits and skills;
2) that the only really natural approach is to teach oral skills (listening and speaking) first and then later on reading and writing;
3) that (instead of being given an explanation of grammar and then some exercises to work on which are structured around the point just learned) the student should work out for himself the grammar of structures he encounters for the first time, before being given an explanation; i.e., analogy is better than analysis;

4) that a full understanding of cultural background is necessary in learning a language.

Certain characteristics of the "audio-lingual" method follow from the above ideas about how a second language is learned. These are: that items are presented and learned first in their spoken form and only later on presented in their written form; that the scientific analysis of contrasts between the learner's language and the foreign language underlies preparation of teaching materials; that much emphasis is placed on "over-learning" of language patterns through use of the pattern drill; and that "real life" situations should be simulated as much as possible in the process of second-language learning.

It is these principles which lie behind the preparation and use of materials for the teaching of French at all levels such as *Ici on Parle Français* (Kerr, Nemni and Séguinot), *Cours Structuré* and *Le Français International* (Vinay and Rondeau), *Le Français Partout* (multiple authorship, published by Holt Rinehart and Winston), *Ecouter et Parler* (Coté, Levy and O'Connor), the *A-LM Materials* (published by Harcourt, Brace and World) and so on. These and other texts like them are designed for introduction at various levels: some are programs prepared for use from Kindergarten through high school, others represent a much shorter sequence for later introduction (Grade 7 or 8, even 9 and 10). But they all rest on the same principles. Although textbooks such as *Cours Moyen de Français* which rely on translation as a main exercise and present the grammar before the student does exercises based on such presentation are still in use, there is no doubt that the books and materials now in use in the majority of primary and secondary schools in all language courses, are audio-lingual.

Descendants of the Grammar-Translation Tradition

The grammar-translation tradition has produced few offspring. It continued for many years into this century untouched and unchanged. As a matter of fact, it is still alive. There is one heir, however: the *COGNITIVE-CODE* view or approach.

In 1966, John B. Carroll, a very well-known psychologist at Harvard, in an article entitled "Research on Teaching Foreign Languages" (1963), speaks of there being two major theories of language learning: "one may be called the audio-lingual habit theory, the other, the cognitive code-learning theory". The first has been discussed above; the second theory is one which holds that, although a speaker does not have to think much about a second language during "the communicative process", i.e., when he is talking or listening, reading and writing, this is not true during the learning of that second language. During the learning process, the student must comprehend the meaning of words and forms he is using; since the spoken and the written language are both representations of the same language system, practice in both is necessary — separate training in both is also necessary. Since this theory is relatively new, it is as yet not as highly developed as the audio-lingual one, though articles and books are appearing with increasing frequency explaining and supporting it. There are as yet very few textbooks based on it. (Since it is not a straight return to grammar-translation, it cannot be considered that texts which used Latin-based explanations of grammar and translation as their main exercise are based on the "cognitive" method.)

However, some publishers advertise, claiming that their latest texts represent the "perfect balance" between the audio-lingual and the cognitive approaches which indicates that the "cognitive approach" is a real contender in the field today.

Descendants of the Classical Direct Methods: Audio-Visual and Others

In *CLASSICAL BERLITZ* practice, the most famous of all the Direct Methods, the teacher uses actions and objects to show the meaning of the words, phrases and sentences he is teaching — or modeling, as some prefer to state it. No reading is used for some time. There are several modern methods which are in this tradition. *SITUATIONAL TEACHING* is one we hear of today, in which meaning is conveyed by creating a situation which will indicate to the learner what is going on. No use is made of the native language. *THE SILENT WAY*, developed by Caleb Gattegno is a recent addition to this family. In it, the teacher uses colored rods and talks about them in the target language only. He encourages students, once they have learned a few basic phrases, to do most of the talking, hence the method's name.

From 1954 to 1956, a new method for teaching French to adult learners was very carefully worked out in France by Guberina and Rivenc at the Ecole Normale Supérieure de St. Cloud just outside Paris. The results of their work are known internationally; *Voix et Images de France*, and many other courses for children and adults in several languages are based on the principles they elaborated. This method, known as *AUDIO-VISUAL*, like the audio-lingual one bases its materials on an extensive analysis of the spoken language. In teaching, its point of departure and chief goal are fluency and naturalness in speech. The exercises used are different from those used in the audio-lingual method: they are based on accurate and frequent repetition of whole sentences which have been carefully constructed to lead the student from the most basic structures in the spoken language to more complex ones (i.e., they require faithful repetition *without modification*, unlike the pattern drills). Filmstrips are used to teach meaning; students have books with pictures that correspond to the filmstrips and they use these books to practice basic structures. This use of pictures is the major innovation of these and other audio-visual methods. Teaching of reading and writing is completely delayed until the student has a thorough mastery of all the sounds and basic structures in the language, a technique which is sometimes, but not necessarily always, used in courses taught by audio-lingual methods.

New Additions to the Family

There are a couple of innovations in methods which represent a change in points of view on the language learning and teaching task. We could call these "counseling" or "psychiatric" views. One is called *COMMUNITY LANGUAGE LEARNING*, and was recently developed by Charles Curran in the U.S. The techniques used are like those in a counseling situation. Students sit in a small circle, and tell the teacher (counselor), in their native language, what they want to say. He then prompts them and the other students also help. The student thus "picks up" the language, but decides himself what he wants to talk about, which has a motivational advantage. The community language learning method is not as yet much in use in this country.

The other innovation comes from Bulgaria, where Dr. Georgi Lozanov has elaborated the *SUGGESTOPEDIC* method. Students hear all material, in the target language, once around, then a second time while relaxing to soft music in a seance-like state, then finally they act out what they are saying. This method is being used in Canada, though so far is not very widely spread.

The *IMMERSION* teaching used in bilingual education can be considered a new addition to the family, with obvious attachments to the Direct Method tradition. What's different about immersion is that relatively little attention is given to teaching the language as a formal subject, but a great deal of attention is paid to teaching through the language, and having learners develop as quickly as possible the ability to communicate effectively.

How Do You Choose?

"Is there any 'best' method?" is a question which is frequently asked. When audio-lingual teaching was at its height in the sixties, it was generally felt that the "best" method had indeed been found. But even then, there was a lack of confidence in some quarters that this was so. As early as 1948, results of studies had been published which cast doubt on the ability of "aural-oral" (audio-lingual) methods to produce native-like fluency in the students, and it was becoming apparent that the audio-lingual method did not automatically teach reading skills. In spite of the fact that students claimed to be more highly motivated by an oral approach, it was found that many began to lose interest as they found themselves confronted with endless drill sessions. In 1960, the results of a study by Wallace Lambert and Leon Jakobovits were published which demonstrated that the subjects involved began to lose their grasp of the meaning of words after many repetitions. Another study conducted at the University of Colorado contrasting the achievements of two groups, one taught by the traditional method and the other audio-lingually, showed that the differences were so small as to suggest that it did not matter which method was used. And in 1970, the results of a study called the Pennsylvania Project appeared. A wave of discussion and self-examination within the foreign language teaching profession had begun; the result has been that no longer are there many who would still support all the tenets of the audio-lingual position. The idol had feet of clay: students were indeed learning what they were taught to do in class and in the laboratory — but they were unable to make the transition to free, creative speech. They could only repeat what they had memorized.

In the sixties, largely as a result of the influence of the linguist Noam Chomsky and others who agree with him, thinking had changed greatly concerning language; the emphasis shifted away from looking at the behavior of human beings in order to find out what language is and toward a closer look at language itself, in order to discover the clues. Chomsky, in 1966, made a number of statements concerning language which show how his view differs from Skinner's. For example, he said that language was not a "habit structure", a phrase much used by behaviorists; that "repetition of fixed phrases is a rarity"; that "ordinary linguistic behavior characteristically involves innovation, formation of new sentences and new patterns in accordance with rules of great abstractness and

intricacy." In an interview in 1968 (reported in *The Listener*, May 1968) he said with specific reference to language teaching: "My own feeling is that from our knowledge of the organism of language and of the principles that determine language structure one cannot immediately construct a teaching program. All we can suggest is that a teaching program be designed in such a way as to give free play to those creative principles that humans bring to the process of language learning, and I presume to the learning of anything else." Nevertheless, psychological and linguistic theory by this time had become the twin pillars of foreign language teaching methodology — the majority of publications on language teaching and learning all reflect this duality of approach, despite Chomsky's repeated claims that neither discipline is yet sufficiently well developed to provide a solid basis for a theory of language teaching.

Other Factors

The best approach to the "methods" problem today would seem to be to acknowledge that there is no best method — only methods which are best *within a given framework*. What makes up the framework within which the choice has to be made? A larger number of factors in fact have to be taken into account. Some are linguistic ones: What language are we teaching? What is the native language of the learners? How much of the target language do we want to teach at any given time, or in any given course? What "level" are our students at — are they beginners, or are they somewhere along the way to full fluency? Some factors are psychological: What attitudes do students have toward the target language and its speakers? Toward language learning in general? Are they well motivated? Are they interested in the speakers of the other language? Do they want to use the other language in their work? How old are they? Much could be written on this question alone; suffice it to say here that no evidence has yet been produced to show that you can't learn another language at *any* time in life. What matters is how you go about it — and what your goals are. It may be that Eric Lenneberg, the biologist, is right: that there is a critical age for acquiring your first language, and so you cannot expect to acquire or learn a second one the same way because of age differential. But even this is in doubt. Anyway, people go on learning languages both ways: by simply being exposed to them *and* by classroom practice. The combinations are infinitely variable, and work in different ways in different settings.

Economic factors often of course also influence choice of method for classroom use. Class size, laboratory equipment, whether you can afford an audio-visual method or not — these and many other practical considerations are brought to bear on the problem. In fact, language teaching is now an interdisciplinary field — the whole process from designing a method to final testing of the students — and it requires more and more highly trained personnel to do the job. Whether it will get them depends on the importance attached to second-language acquisition today.

What Does Research Say About Immersion Education?

Merrill Swain

This paper summarizes the research related to early total immersion programs, early partial immersion (bilingual) programs, and late partial immersion programs. Based on these results, and several theoretical considerations, some implications for bilingual education in Canada are suggested.

Of the three formats of bilingual education mentioned, the most extensively researched is early total immersion, in part because it is the most radical departure from unilingual English education. (For a bibliography of immersion education for the majority child, see Swain, 1976.)

In many of the studies undertaken, at least two successive cohorts — in some cases, three successive cohorts (Swain, 1978) — of students are evaluated as they begin and proceed through their respective programs. This allows one to look at the progress of students over time, as well as to determine to what extent the results from one year are replicated by a new group the following year. The performance of each group of bilingual education students is usually compared with the performance of English-speaking students in the unilingual English program in the same school board, and in some cases with French-speaking students in francophone schools. Because details of the methodology and the statistical results have been discussed extensively in published literature, the discussion of program results is limited to summary statements: This inevitably glosses over the occasional finding for which the summary does not hold true.

1) *Early Total Immersion*

The *English language skills* of the early total immersion students have been monitored over the years and across programs using a variety of techniques ranging from standardized tests measuring vocabulary knowledge, reading comprehension, punctuation, spelling and grammar, to the measurement of communicative abilities and sensitivity to the needs of the listener (Genesee, Tucker and Lambert, 1975), to global and detailed scoring of stories written (Swain, 1975; Genesee and Stanley, 1976) and told (Edwards and Smyth, 1976b) by the students.

The results show that the early total immersion students do not do as well as their unilingually educated peers through to the end of Grade 1. This is not particularly surprising as they have had no formal instruction in English. One exception to the inferior performance of the immersion children at this grade level is that they were found to be, in their oral communicative skills, more sensitive to the needs of the listener than were children educated in their native language. Genesee, Tucker and Lambert (1975) suggest that these findings may be related to the immersion children's experience in school which "may have made them more

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aware of possible difficulties in communicating as well as providing them with some experience in coping with such difficulties" (p. 1013).

The immersion students continue to have some difficulty with such technical skills as spelling, punctuation and capitalization through to the end of Grade 3. But by the end of Grade 4, the immersion students and their English-educated peers perform equivalently. This appears to be the case even if English is not introduced into the curriculum until Grade 3, or even Grade 4. By the end of Grade 5 the immersion students, in some instances, outperform their comparison groups on several aspects of measured English skills, for example, reading comprehension and vocabulary knowledge.

As with English, the *French language skills* of the early total immersion students have been monitored through a variety of tests and techniques. The results reveal consistently superior performance of the immersion students relative to students following a program of core French instruction (twenty to forty minutes per day). Furthermore, immersion students perform at least as well as thirty percent of native French-speaking students who served as norming populations for the standardized tests employed. After six or seven years in an immersion program, student performance in the areas of listening and reading approaches native-like levels; whereas in the areas of speaking and writing, many differences between immersion and francophone students still remain (see, for example, Spilka, 1976; Harley and Swain, 1977).

The difference between the speech of the immersion students and their francophone counterparts may in part be accounted for by their lack of interaction with native French-speaking peers. In the French immersion classroom, the students are for the most part exposed, in any one year, to only one native French-speaking model; namely, the teacher. Otherwise the spoken French they hear is largely that of their nonnative French-speaking classmates — all of whom have the same first language — in interaction with the teacher or each other. Once the children have reached a point in their second language development where they can make themselves understood by their teacher and classmates, there is no strong social incentive to develop further towards native speaker norms. This suggests that after several years of an immersion program — once a sufficiently high level of French is attained so that the language of communication can be French — sustained contact with francophone peers may be essential, if the attainment of native-like speaking abilities is to be a program goal.

The learning of *content material* has been measured over the years through the use of standardized tests in mathetmatics, and from approximately Grade 5, through the use of standardized tests in science and social studies. It should be noted that the tests of content mastery were written in English, thus potentially handicapping the immersion students who had been taught the subject material in French. Almost without exception, the immersion students perform as well as their unilingually-educated counterparts on both computational and problem-solving tasks in mathematics. Additionally, the immersion students demonstrate equivalent performance to their comparison groups in science and social studies (e.g. Tucker, 1975; Swain and Barik, 1976).

2) *Early Partial Immersion (Bilingual)*

The results reported below are based on data associated with one program in Elgin County, Ontario. The program involves only one class at each grade level beginning at Grade 1 and now extending to Grade 8. (Details of the evaluation through to Grade 6 can be found in Barik and Swain, 1974; 1976a; 1978; Barik, Swain and Nwanunobi, 1977; Lapkin and Stinson, 1978.)

Based on standardized tests, the results related to the *English language skills* of the early partial immersion students relative to their comparison groups are similar to those found for early total immersion; that is, the partial immersion students tend not to do as well as their comparison groups until the end of Grade 3 or Grade 4, even though one half of their program has been taught through the medium of English, as compared to total immersion groups who began the study of English only in Grade 2 or 3 for an hour a day. Additionally, whereas the total immersion students perform better than their comparison groups in several aspects of English language skills by the end of Grade 5 or 6, this is not the case with the partial immersion students relative to their comparison groups.

The results related to the *French language skills* of the early partial immersion students indicate performance that is not as good as that of the total immersion students at the same grade level but which is, for the most part, better than that of students at the same grade level following a program of core French instruction. Although partial immersion students do not perform as well as total immersion students of the same grade level, they tend to perform as well as total immersion students in lower grade levels who have had similar amounts of contact time with French.[1]

The learning of *content material* has been measured by standardized tests of mathematics and science. The results reveal that the early partial immersion students tend to perform equivalently or not as well as their English-educated peer groups. One plausible explanation for these findings is derived from Cummins' (1976) threshold hypothesis. According to this hypothesis, learners must attain a "threshold" level in their second language if they are to profit from instruction in that language. What defines the threshold level is not known. However by extrapolation, one might argue that the early partial immersion students have not attained it.

Let us consider a concrete example. The Grade 6 early partial immersion students did not perform as well as their English-educated peers in either science or mathematics. It is also the case that their level of French performance more closely approximated Grades 3 and 4 early total immersion students. It may thus be the case that their level of French was not adequate to deal with the more sophisticated level of mathematical and scientific concepts being presented to them in French in Grade 6.

A similar partial immersion program involves virtually all the students in the Ottawa Roman Catholic Separate School Board (ORCSSB). This program begins

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1. These comparisons do not include writing, which has not been examined in any evaluation of the partial immersion program to date. Furthermore they do not include any detailed comparison of language used by the two groups.

at the Kindergarten level and now extends to Grade 5. (Details of the evaluation through to Grade 2 can be found in Edwards, Doutriaux and McCarrey, 1976; Edwards *et al*, 1977.) It will be interesting to see if the above results of this ongoing research are replicated as the students progress to the Grade 8 level.

3) *Late Partial Immersion*

The outcomes of late immersion programs in relation to possible negative effects on the native language, second language learning and content learning are more difficult to summarize owing largely to the variation in program formats which have been evaluated. However, from the results related to specific program formats, it seems possible to draw several general conclusions.

In relation to *native language* performance, it is sometimes the case that late immersion students score lower at the end of the immersion year than their English-educated comparison group. However, their poorer performance is only temporary in that it disappears by the following year (e.g. Barik and Swain, 1976b).

The performance of the late immersion students in all aspects of *French language abilities* is consistently superior to students at the same grade level following a core French program, and typically, at least equivalent to core French students two to three grade levels above them (e.g. Barik, Swain and Gaudino, 1976; Shapson and Kaufman, 1978). When students continue after the immersion year to take course options in French throughout secondary school, their achievement in French appears considerable. For example, on a set of Leaving Examinations designed for native French-speaking students by the Quebec Department of Education — *expression orale, compréhension de texte, poésie et roman,* and *théâtre et essai* — the average scores obtained by Grade 11 students[2] who had taken a Grade 7 late immersion program plus post-immersion courses in French each year were higher than the provincial averages except for *poésie et roman* (Genesee, 1976).[3] Results are less impressive, however, when courses are not offered in French throughout secondary school, or when students do not choose the options taught in French. Under these circumstances, post-immersion students appear to maintain an advantage over core French students in listening comprehension, but otherwise tend towards performance levels similar to those of core French students[4] (Swain and Lapkin, 1977). To date, no detailed analyses of the French spoken by the late immersion students have been undertaken.

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2. Grade 11 is the graduating year from secondary school in Quebec, whereas Grade 12 or 13 is the graduating year in other Canadian provinces.

3. The author (Genesee, 1976) points out that interpretation of these results should be made cautiously "owing to differences in the characteristics of students who comprise the populations. In particular, it must be borne in mind when interpreting the results that . . . there is undoubtedly less variation in socioeconomic and academic ability levels among the students from the school samples under consideration than among the populations of students comprising the provincial groups" (p. 3).

4. It is important in interpreting these comparisons to be aware of two facts: (1) The core French students in the comparison groups tend to be highly motivated successful learners, others have opted out earlier. This means that the students who have had the immersion year, plus some post-immersion courses, are at least as proficient in French as the few students who "make it" in the core French option. (2) In Grades 12 and 13 the post-immersion students studied core French with the Grades 12 and 13 core French students respectively. This suggests that the similar performance levels observed may be due to equivalent instruction received by both groups.

The results associated with the *mastery of content* by late immersion students are somewhat inconsistent. In some cases late immersion students do not perform as well on tests of subject achievement taught in French and tested in English as do their English-instructed counterparts. The results appear to be related to the subject, and to the amount of prior core French instruction that the students have had. Where students have had — as in Montreal and Ottawa — core French instruction each year through to the immersion year, the level of mastery of content taught in French by the immersion students appears to be comparable to that attained by their English-instructed counterparts (Genesee, Polich and Stanley, 1977; Stern *et al.*, 1976). If the amount of prior core French instruction is more limited, however, poorer performance in some subject areas (science, but not mathematics) has been noted (Barik and Swain, 1976b). Here again, Cummins' threshold hypothesis appears useful in accounting for the different results, with perhaps an additional qualifier that the threshold level will vary according to the nature of the content being considered: The threshold level will be higher the greater is the interdependence between language and the content.

Results from Montreal reveal that, for those late immersion students who have continued to take several course options in French throughout secondary school, average scores obtained on Leaving Examinations are higher than those obtained by their francophone peers in the rest of Quebec. These examinations include *histoire*, *géographie*, *mathématiques*, and *dactylo*.[5]

Implications for Bilingual Education for the Majority Language Child

Overall, these results suggest that French immersion programs — early or late — are viable alternatives to unilingual education for English Canadians. The results also suggest that the early total immersion format may be preferable to the early partial immersion format in that the former develops second language proficiency rapidly, enabling the pupils to assimilate knowledge presented in that language without handicap. Development of second language skills in the partial immersion program proceeds more slowly, allowing for the possibility that students will not have sufficient linguistic skills to be able to deal with the subject material being presented to them in French. Furthermore, the additional time initially devoted to the development of English reading and writing skills in the partial immersion program does not, in the long run, appear to lead to achievement which is superior to that attained by total immersion students. This finding reflects, in part, the fact that English *and* literacy are integral aspects of the environment in which these students live.

The results related to the late immersion programs suggest that if there is sufficient core French instruction prior to the program and if sufficient additional courses are taken in French following the program, high levels of French proficiency, at no loss to the mastery of content material or native language proficiency, can be attained. Given these findings, it is appropriate to ask "Why have early immersion, given the additional resources needed — both in teachers and materials, and the complete disruption it involves of the system?" The answers are tentative, subject to revision should incoming data be contradictory.

5. See footnote 3.

First, it is not yet known how the French of the early and late immersion students will compare at the end of schooling. It would be surprising to all concerned, however, if there were not significant differences favoring the early immersion students. One anticipated difference relates to the feelings of the speakers themselves — their feelings of ease, comfort, and naturalness in using the language.

Secondly, there is the matter of student perception of the programs. Late immersion students recognize *after* the immersion experience (if not before) that learning a second language involves considerable time and effort — time and energy that they may prefer to spend elsewhere. Learning French becomes one of many competing interests, one which may not be perceived as providing sufficient rewards if chosen. Course options which are offered in French may not correspond to the students' interests. Even if they do, some students choose to take the subjects in English in order to get a "better" or an "easier" grade. Early immersion students, however, enter into the challenge of learning a second language without an awareness of the challenge. It does not compete with other interests, but rather it is an integral part of school activities.

Thirdly, there exists a number of well-controlled studies which suggest that bilingualism, or the process of becoming bilingual, can positively influence aspects of cognitive and linguistic growth (see Cummins, 1978, for a review). These studies, for the most part, consider individuals who have learned their second language prior to adolescence. It may be that similar results would be found in relation to individuals who have learned their second language as adolescents or adults. However, since the data already reveal positive effects associated with early bilingualism where proficiency in both languages is high, it becomes a missed opportunity to delay second-language learning for those individuals whose first language is sufficiently well developed.

These considerations suggest that the early total immersion program makes bilingualism a possibility for a potentially larger number of students to whom cognitive and linguistic benefits may accrue. As bilingual education for English Canadians continues to expand, these factors may be important to consider.

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Cognitive Development and Early French Immersion

James Cummins

During the past ten years there has been a significant change in the type of question asked by researchers and parents in relation to French immersion programs. Initially concerned with the risks presumed to be involved in learning through French, educators are now asking to what extent French immersion will *enrich* children's educational development. In this paper I shall examine some of the reasons why this shift of emphasis has come about. In order to do this the results from immersion programs must be considered within the context of research studies conducted since the early 1920s which have related bilingualism to intellectual development.

A large majority of studies conducted between 1920 and 1960 reported that in comparison to unilingual children, bilingual children tended to perform more poorly in school, score lower on the verbal parts of IQ tests, and exhibit more emotional problems (see Darcy, 1953; Peal and Lambert, 1962 for reviews of these studies). Many of these early studies were poorly designed in that they failed to take into account the effects of confounding variables such as socioeconomic status. For example, in some studies middle-class unilingual children were compared with lower-class bilingual children. However, the trend in the research findings was so one-sided that it is not surprising that the risks associated with bilingualism and bilingual education should be uppermost in the minds of educators. Although it appears very far from the truth now, the brief from the Association of (English-speaking) Catholic Principals of Montreal (1969) merely reiterated the early research findings when it stated: "We are of the opinion that the average child cannot cope with two languages of instruction and to try to do so leads to insecurity, language interference, and academic retardation . . ." (quoted in Lambert and Tucker, 1972).

However, the well-documented success of immersion programs and the findings of a large number of research studies conducted since the early 1960s support exactly the opposite conclusion to that expressed above. These recent studies (reviewed in Cummins, 1978b) suggest that bilingualism can accelerate aspects of academic and cognitive development. Specifically, children in immersion programs have been found to perform better than comparison groups in some aspects of English skills (Barik and Swain, 1978; Swain, 1975; Tremaine, 1975). There is also evidence that bilingual children are better able to analyze linguistic meaning and are more sensitive to aspects of interpersonal communication than unilingual children (Bain, 1975; Ben Zeev, 1977a, 1977b; Cummins, 1978a; Cummins and Mulcahy, 1978; Genesee, Tucker and Lambert, 1975; Feldman and Shen, 1971; Ianco-Worrall, 1972). A positive association has also

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been found between bilingualism and both cognitive flexibility (Balkan, 1970) and divergent or "creative" thinking abilities (Cummins and Gulutsan, 1974; Scott, 1973). Finally, some studies have reported that bilingual children are more advanced in general intellectual development than are unilingual children (Bain, 1975; Liedke and Nelson, 1968; Peal and Lambert, 1962).

How do we reconcile the contradictory findings of early and more recent studies? A first step is to abandon the expectation that research into the psychological effects of bilingualism should produce completely consistent results. The search for consistent research results is based on a false premise, namely, that there is but one single phenomenon or state called "bilingualism" which ought to influence the mental lives of all bilinguals in much the same way. In fact, individuals attain varying degrees of bilingualism under an enormous variety of social and educational conditions. Thus, the learning of two languages is likely to affect cognitive development in different ways depending on the age at which the languages are learned, whether they are learned separately or simultaneously, the opportunities for using both languages in the home, school and wider environment, the prestige of the two languages, etc. In other words, it is not very meaningful to ask what effects "bilingualism" has on intellectual and academic development. Instead one must attempt to identify those conditions under which a child's experiences with two languages are likely to retard, or, alternatively, accelerate aspects of intellectual growth. In this respect there are clear differences between studies which report that "bilingualism" is associated with retarded cognitive growth and the more recent studies which have reported that bilingual children display more rapid cognitive growth than unilingual children.

Additive and Subtractive Bilingualism

Lambert (1975) has pointed out that a large majority of early studies were carried out with immigrant or minority language children whose first language (L1) was gradually being replaced by a more dominant and prestigious second language (L2). He terms the resulting form of bilingualism "subtractive" in that the bilingual child's competence in his two languages at any point in time is likely to reflect some stage in the subtraction of L1 and its replacement by L2. Where schooling is totally through the minority language child's L2 (e.g. English in Canada and the United States) it very often happens that after several years the child himself will appear to actively promote the replacement process by using L2 as frequently as possible and even refusing to speak L1 at home. In the past, this negative attitude on the part of the child towards his L1 was encouraged by teachers and school personnel who often regarded the minority language child's L1 as the cause of his academic difficulties and an impediment to the learning of L2. Minority language children were often punished for speaking their first language in the school. For our purposes, the important point is that many of the bilingual children involved in the early "negative" studies are likely to have had less than native-like competence in *both* their languages. This pattern of linguistic competence has been termed "semilingualism" (Skutnabb-Kangas and Toukomaa, 1976).

Lambert contrasts the "subtractive" bilingualism of many minority language children with the "additive" bilingualism generally achieved by children whose L1 is dominant and prestigious and in no danger of replacement by L2. This is the situation of anglophone children in French immersion programs. The bilingualism of these children is termed "additive" since they are adding another socially relevant language to their repertory of skills at no cost to their L1 competence. The majority of studies reporting cognitive advantages associated with bilingualism have been carried out in contexts where children have attained an additive form of bilingualism, that is, relatively high levels of competence in both languages.

This analyses suggests that the level of competence a bilingual child achieves in his two languages may be an important factor in determining the cognitive effects of his bilingualism. This idea is elaborated in the "threshold" hypothesis (Cummins, 1976).

The Threshold Hypothesis

The threshold hypothesis proposes that there may be "threshold" levels of linguistic competence which a bilingual child must attain both in order to avoid cognitive disadvantages and to allow the potentially beneficial aspects of becoming bilingual to influence his cognitive growth. This hypothesis assumes that those aspects of bilingualism which might positively influence cognitive growth are unlikely to exert a significant effect until the child has attained a certain minimum or threshold level of competence in his two languages. Conversely, if a bilingual child attains only a very low level of competence in his second (or first) language, his interaction with the environment through that language is likely to be impoverished.

The form of the threshold hypothesis which seems to be most consistent with the available data is that there is not one, but two, thresholds (Cummins, 1976a; Toukomaa and Skutnabb-Kangas, 1977). The attainment of a lower threshold level of bilingual competence would be sufficient to avoid any negative cognitive effects but the attainment of a second, higher, level of bilingual competence may be necessary to lead to accelerated cognitive growth. Essentially, the hypothesis of a lower threshold level of bilingual competence proposes that a bilingual child's competence in a language can be sufficiently weak as to impair the quality of his interaction with his educational environment through that language. Thus, the early findings of negative cognitive effects associated with bilingualism would be explained by the fact that the minority language children in these studies often failed to develop a sufficiently high level of competence in the school language to benefit fully from their educational experiences.

The more rapid cognitive and academic progress of bilinguals reported in recent studies would be explained by the fact that these children had attained the upper threshold level of bilingual competence, that is, high levels of both L1 and L2 skills. The threshold hypothesis would predict that neither positive nor negative cognitive effects would result from "dominant bilingualism" where the child maintains high levels of competence in L1 but achieves only intermediate levels of competence in L2. In other words, the child has attained the lower threshold level

of bilingual competence but not the higher threshold. Many of the children in early partial immersion programs (fifty percent L1, fifty percent L2 instruction, Grades 1-6) seem likely to fall into this category whereas a greater percentage of children in early total immersion programs may experience cognitive benefits by attaining the higher threshold level of bilingual competence.

Why should the attainment of high levels of L1 and L2 skills positively influence some aspects of cognitive growth? One plausible suggestion made by Lambert and Tucker (1972) is that as children develop competence in their L2 they begin to compare and contrast the grammatical constructions and vocabulary of their two languages. Each language brings the other into focus and the bilingual child becomes conscious of aspects of language which are taken for granted by the unilingual child. He thus becomes better able to analyze the language and develops more facility in using language as an instrument with which to elaborate his thought processes.

Several studies conducted with children in early total immersion programs suggest that this type of process does take place. Swain (1975), for example, reported that Grade 3 immersion children used more complex sentence constructions in written English stories than children in regular programs. Barik and Swain (1978) reported that by Grade 5 the experimental groups in the Toronto and Ottawa immersion programs were scoring higher on measures of English achievement than regular program comparison groups despite considerably less instruction through the medium of English. Tremaine (1975) found that total immersion children in Grades 1, 2 and 3 were better able to comprehend English grammatical constructions than were children who were given seventy-five minutes of French instruction per day.

A study conducted by Barik and Swain (1976) provides direct support for the threshold hypothesis. They report that Grade 3 children who had attained high levels of French skills in total immersion programs made greater gains in IQ between Kindergarden and Grade 3 than children whose French skills were less well advanced. This finding suggests that as children in immersion programs develop high levels of French skills they will also begin to reap the cognitive benefits of their bilingualism.

The threshold hypothesis also received support from a study conducted by Cummins and Mulcahy (1978) with children attending the Ukrainian-English bilingual program of the Edmonton Public School System. Three groups of Grade 1 and Grade 3 children were compared on their ability to analyze the dual meanings of ambiguous sentences. One group of bilingual children had extensive Ukrainian at home and were judged by their teachers to be relatively fluent in Ukrainian. A second group had little Ukrainian at home and were judged by teachers to have relatively little fluency in Ukrainian. The third group was a unilingual group attending regular classes in the same schools as the bilingual program students. All three groups were matched on IQ and socioeconomic status. It was found that the fluently bilingual children were significantly better able to analyze ambiguities in sentence structure than either of the other two groups. No differences were found between the unilingual and nonfluent bilingual groups. These findings suggest that cognitive advantages result from actually functioning

fluently in two languages rather than from the bilingual learning experience in itself.

In summary, the threshold hypothesis provides a framework within which seemingly contradictory research findings can be integrated. What are its specific implications with regard to the cognitive and academic development of children in different types of early French immersion programs?

Implications for Early Partial and Total Immersion Programs

The threshold hypothesis implies that the level of French competence attained by children in immersion programs may be an important factor in determining their cognitive and academic development. The evaluation results clearly show that children in total immersion programs develop a high level of French skills more rapidly than children in partial immersion programs. In general, the difference in French achievement is proportional to the amount of instructional time spent through French. Thus, the French competence of a Grade 2 total immersion student will be similar to that of a Grade 4 or 5 partial immersion student who has had the same amount of French instructional time (Swain, 1978).

Differences in the rate at which French skills are developed in total and partial immersion programs can help explain other differences in the educational outcomes of these programs. For example, Swain (1978) notes that children in the Elgin County, Ontario partial immersion program took as long as children in total immersion programs to catch up with regular program children in English skills and there were indications of poorer performance in subject matter taught through French. For example, the Grade 6 students did not perform as well as their English-educated peers in either science or mathematics, possibly, as Swain suggests, because "their level of French was not adequate to deal with the more sophisticated level of mathematical and scientific concepts being presented to them in French" (1978, p. 581). Also, evidence of more rapid development of linguistic and cognitive skills has been noted among students in total immersion programs whereas this had not been the case in the Elgin County partial immersion program.

In terms of the threshold hypothesis these findings suggest that because of the more intensive exposure to French in the early grades, total immersion students quickly attain a level of French competence which allows them to benefit fully from instruction through French and, over the course of elementary school, enhances the development of their linguistic and cognitive abilities. Partial immersion students, on the other hand, are likely to take longer to attain "threshold" levels of French competence and consequently may experience no enhancement of cognitive or academic skills. Also, they may have greater difficulty than total immersion students in mastering subject matter taught through French, especially in the later grades of elementary school as curriculum content becomes more abstract.

It should be noted that these remarks are based mainly on the results of the Elgin County partial immersion program and it is not possible to say to what extent this pattern of results will be replicated in other partial immersion programs. However, the recent evaluation of the Edmonton partial immersion program by

the Edmonton Public School Board (1978) has shown that immersion students in Grades 2 and 3 performed more poorly than comparison groups in mathematics. This may represent only a temporary phenomenon since a similar result was reported in the evaluation of the Ottawa-Carleton total immersion program at the Grade 3 level but not in subsequent years (Barik and Swain, 1978). However, if the Edmonton partial immersion students continue to evidence difficulty in acquiring mathematical skills through French, it would suggest that the fifty-fifty partial immersion program does not constitute a sufficiently intensive exposure to French in the initial grades to permit students to comfortably master curriculum content taught through French.

Thus, the initial pattern of results suggests that there is a greater likelihood that some students may fail to attain the lower threshold level of French competence in partial immersion than in total immersion programs. In addition, students in partial immersion programs appear less likely than total immersion students to attain the higher threshold level of French skills necessary to accelerate cognitive and academic growth. Thus, paradoxical though it seems, the data suggest that the more intensive the exposure to French in the early grades, the greater will be the long-term benefit to children's English skills.

In summary, children in early immersion programs develop bilingual skills during a period of development (six to twelve years) when the ability to symbolize events and relationships through language is becoming increasingly important for overall cognitive and academic growth. Studies relating bilingualism to cognitive development during this period suggest that the bilingual experience can have either positive or negative effects depending on the levels of competence which children develop in L1 and L2. Since the total immersion program results in high levels of French competence at no cost to the development of English skills, it seems likely to accelerate cognitive and academic progress to a greater extent than the partial immersion program where French skills develop less rapidly due to the less intensive exposure to French in the early grades.

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Beyond Bilingualism — Some Social Aspects of French Immersion

Fred Genesee

The introduction and proliferation of French immersion programs in Canada since the sixties has been accompanied by a flourish of research activity. Indeed, there are few educational phenomena, with the exception of reading perhaps, which can boast such scholarly and thorough attention. The overriding focus of this research has been on the academic development of the participating students, including assessments of their native language development, second language learning and academic achievement in mathematics, social studies, etc. As has been described by other contributors to this volume, the pattern of results in these areas of development is well established by now.

In contrast, there has been less research activity in the domain of social development. This reflects, in part, the focus of the immersion programs themselves which are conceived largely as special language programs. The paucity of research in this domain also reflects the rather poorly defined social goals of most immersion programs. That it is hoped that these programs will bring about some type of large scale socio-cultural change in our country, in addition to developing bilingual Canadians, is beyond question. How immersion will bring about such hoped-for social change is not so evident. Nevertheless, there are perhaps at least three ways in which participation in a French immersion program might be expected to influence the social development of the students. One is the way in which the students perceive themselves as members of an ethnolinguistic group (English Canadian, for example). The second is the way in which they perceive members of other ethnolinguistic groups, such as French Canadians. The third is their willingness to use French outside the school setting; in other words, the possibility that their bilingual skills will allow them to interact comfortably in French and English cultural milieux. In the remainder of this article, I will discuss each of these three topics making reference to relevant research findings. Most of the studies to be discussed involve children who have attended early immersion programs since there has been relatively little research of this sort with late immersion students.

Immersion Students' Perceptions of Themselves

In their early studies in the St. Lambert French immersion program outside Montreal, Lambert and Tucker (1972) found that students from the early immersion program saw themselves in a more favorable light than did carefully selected control students attending a regular English program. In this study, the students' perceptions of themselves were assessed by having them rate themselves on a series of descriptive adjectives, such as friendly, kind, competent, etc. The

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adjectives were not particularly relevant to ethnicity or cultural identity, but rather were related to more general personal qualities.

A fairly extensive study was carried out by Genesee, Tucker and Lambert (1978) in which they investigated the development of ethnic identity in anglophone immersion students at each of five grade levels (1 to 5); English Canadian students who were attending all-French schools also participated in this study. It was found that, in contrast to anglophone students in regular English schools, anglophone students in Grades 1 and 2 of immersion and all-French schools showed a tendency to identify somewhat with French-speaking ethnolinguistic groups, i.e., French Canadians and persons from France. This was particularly true of the students who were attending all-French schools where most of their classmates as well as their teachers were French-speaking. However, when the investigation was extended to include older children from the same schools, i.e., Grades 3, 4 and 5, the identification profiles of the students in the immersion and all-French schools were found to be essentially identical to those

of students in the regular English program. That is to say, the students in the two types of French programs no longer reported a stronger sense of identity with French-speaking groups than did the students in the English program. This also means that students in the early immersion program developed essentially the same pattern of identity with English-speaking and English Canadian groups as did anglophone children in the regular English program. There is also evidence of this in a study carried out with Grade 6 immersion students using a different technique (Genesee, 1977).

It seems then that whatever effect participation in an immersion or all-French school may have on students' ethnic identity during the primary grades largely disappears by the senior elementary grades. It may be that for English Canadian children, at least, the culture of the home and surrounding neighborhood is more important than that of the school in the students' development of an ethnic identity.

In summary, it appears that students in early immersion programs do not differ substantially from their anglophone peers in the regular English program in terms of ethnic identity, although there is some evidence that the immersion students have a more positive general perception of themselves.

Immersion Students' Perceptions of Others

Does participation in an immersion program affect the students' perceptions of French Canadians or members of other ethnolinguistic groups? Lambert and Tucker (1972) explored the attitudinal consequences of French immersion in a series of studies with English Canadian children in the pilot and follow-up classes of the original St. Lambert early French immersion program. Studies carried out in the lower grades of this program indicated that the immersion students held more favorable attitudes toward French Canadians than did children attending the regular English program. Studies on the attitudinal development of students in a late immersion program beginning at Grade 7 (Genesee, Polich and Stanley, 1977) revealed a similar pattern of results — namely, more positive attitudes toward French Canadians among Grade 7 immersion students than among non-immersion students in the early years of the program (Genesee, Morin, and Allister, 1974).

However, when similar attitudinal studies were carried out with the immersion students in higher grades in both the early and late immersion programs, the immersion students failed to express significantly more positive attitudes than non-immersion students. It may be that the attitudes of immersion students, although initially more positive, come to be the same as those of students in a regular program since there is an absence of real social contact with French Canadians and, therefore, a lack of behavioral or social evidence on which to sustain positive attitudes beyond the introductory grades. The importance of such contact was demonstrated in a study by Genesee, Morin and Allister (1974) who compared the attitudes of late immersion students in otherwise English schools with those of the late immersion students attending an otherwise all-French school which allowed for day-to-day contact between the two cultural groups. The results indicated that while the attitudes of the Grade 7 immersion students in the English

schools tended to be positive relative to those of non-immersion students, they were not as positive as those of the immersion students in the program located in an otherwise all-French school.

Thus, there may be limits to the types or the strength of attitude change that can be achieved in second-language programs which do not provide real, meaningful contact between the learner and members of the target language group. Students may need evidence that members of the other language group are likeable before they will demonstrate stable positive attitudes toward the group. Logically speaking, it is probably unreasonable to expect English Canadian students to like French Canadians, for example, simply because they have learned French, in the same way that it is unreasonable to expect students to like mathematicians because they have learned mathematics. Likewise, it may be unreasonable to expect French immersion students to like French Canadians in general as a result of having had positive experiences with a few.

One might, on the other hand, expect the kinds of social experiences that are part of the immersion program to lead to more tolerance or social curiosity on the part of the immersion students. In a couple of studies, we have investigated students' perceptions of English, French and other Canadian ethnolinguistic groups in terms of social psychological similarity. In order to do this, we asked Grade 6 immersion and non-immersion students to indicate how similar they thought a number of ethnolinguistic and personally-relevant concepts were to one another. The concepts included such items as *English Canadians, French Canadians, myself, a friend,* etc. The students compared the concepts two at a time and every concept was compared with every other concept.

When the students' similarity judgments are analyzed statistically, a sort of "psychological map" is produced which shows how the students view the relationship of each concept to every other concept. When this was done, it was found that the immersion students' and the non-immersion students' "maps" were similar in overall configuration — in particular, both groups identified two distinct clusters of concepts, one related to the English language and English Canadians, and one related to the French language and French Canadians. The students in both language programs perceived themselves to belong to the English cluster. There was one important respect in which the patterns of the two groups differed — for the immersion students, these two clusters were close together. In other words, they saw more similarity between these groups of concepts than did the non-immersion students. This finding suggests that the immersion students have more moderate perceptions of the two major ethnic groups in their community, the French and the English. Their interactions in school with French-speaking people on a day-to-day basis along with their acquisition of French may have caused them to realize some of the fundamental similarities between these two cultural groups, similarities which may otherwise be obscured by their different languages (Genesee, 1977; Cziko, Lambert and Gutter, 1979).

Bilingualism and Intergroup Relations

While the French immersion programs are intended primarily to teach the students competence in French as a second language, their ultimate intent is to facilitate

interaction between the students and French Canadians; this is particularly true in bilingual areas of the country. The question then arises: Does the training the students in French immersion receive serve this ultimate intent? How do the immersion students feel about using French, and do they actually use it in day-to-day situations?

These and additional questions were asked of groups of students in Montreal who had been in the early immersion program and of students who had been in the late immersion program starting in Grade 7 (Genesee 1978). Students in the same grades of the regular program were also included in the survey. The immersion students' reports indicated that they were more likely than the non-immersion students to use French when spoken to in French by strangers, salesclerks, etc. Immersion students also reported that they were less likely to avoid situations where French would be used. Furthermore, the immersion students' responses indicated that they were more comfortable and confident and less embarrassed when speaking French than were students from the regular program. Thus, very clearly, the immersion experience had given these students a stronger sense of confidence and comfort when speaking French so that they were more willing to use it when the situation arose. This is much less true of students from the regular program who study French for thirty to forty-five minutes a day. The regular program students are generally very inhibited in situations where French is being used. Furthermore, their lack of competence in French often prevents them from expressing themselves in French even when the desire to do so is strong.

At the same time, when the students were asked whether they made additional use of French by going to French movies, listening to French radio or watching French television, possibilities that are available only in bilingual communities such as Montreal, there was no evidence that the immersion students took greater advantage of these possibilities than the non-immersion students.

These findings may be explained, in part at least, by the students' motivations for learning French. The students reported that the most important reasons for learning French were instrumental e.g., to get a job when they finish school, and because it will be a necessity in Quebec in the future. Integrative reasons e.g., to use French media, and to participate in French Canadian culture, were rated somewhat less important. As long as these students, immersion and non-immersion alike, are motivated to learn French for future instrumental reasons they probably cannot be expected either to use the language actively outside the classroom in social or cultural settings or to seek out opportunities to use and practice it now. In other words, the students may see the rewards for learning French arising in the future when they enter the job market; the immediate cross-cultural rewards which are available in the form of personal friendships or cultural activities are seen as less important. It would appear further that they will wait for these rewards to be given rather than attempt to create them by venturing into cross-cultural situations. This type of reaction is probably quite typical of students' reactions to a variety of issues, not just French.

The students' use of French may also reflect the social norms they see around them. As long as they see their parents' use of French being restricted to job-related or public service-related activities, they themselves may not see the

need for or advantages to using French elsewhere. Therefore, we may expect the students' patterns of second language usage to change only when the broader social norms which currently characterize its use in anglophone communities begin to change. This is not to say that the students who are currently enrolled in our school system will not contribute to a larger societal change. Indeed, their superior ability in French relative to their parents, where this is true, makes these students potentially important social change agents, especially in view of their increased willingness to use French. They may be expected to exercise this potential only if there is active support in their communities and in their families to do so.

Conclusions

Some tentative conclusions emerge from these studies:

1) Students in early immersion programs seem to develop the same sense of English Canadian identity as do children in regular English programs, even when the immersion experience is in an all-French school.
2) Students in the early years of an immersion program may develop more positive attitudes toward French Canadians. However, the research evidence suggests that these initially more positive attitudes may not be sustained until the end of the program. It was suggested that real, meaningful contact between the learner and native French-speakers may be necessary to sustain and promote positive attitudes.
3) There was also the suggestion that immersion students have more moderate perceptions of other ethnolinguistic groups in their community, in particular, French Canadians.
4) Immersion students report that they are more confident and comfortable using French than did non-immersion students and that they are more likely to use French when necessary. Immersion students do not, however, necessarily actively seek out additional opportunities to use French in their communities, even though such possibilities may exist.

The school constitutes only one part of the picture. When it comes to attitudes related to the French language and French Canadians, the role of the students' family and neighborhood should not be forgotten. The students' reactions to what is happening in school may very well be dependent upon predispositions which have been developed in the home. Indeed, as was suggested in a couple of the studies, circumstances outside the school setting may even be prepotent in determining the students' attitudes or identity.

Much systematic research into the social implications of French immersion remains to be done. Now that confidence in immersion as a practical and effective form of education has been established, largely as a result of extensive systematic evaluative research, greater attention can be devoted to an investigation of some of the issues that have been raised in this article. This brief review represents but a preliminary current perspective.

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Problems in Early French Immersion Programs

Margaret Bruck

To date there has been little consideration of the kinds of difficulties that children encounter in early French immersion programs. After a detailed review of the existing literature the reader is left with the impression that there are no difficulties associated with French immersion programs at all. The lack of focus on possible problem areas is due to a number of related factors. First and foremost, most of the initial research had been designed to dispel the fears of educators, parents, and social scientists about the possible negative effects of participation in such programs. Second, the available research has focused on the average performance of groups of children, with no attempt to ferret out those who may be doing poorly, or to explain why this may be occurring. In the early part of the program's history, it may have been that even a suggestion of any inherent problems would lead to its discontinuation and thus the benefits of the program to the child's growth were emphasized.

Now, however, after fourteen years of solid research coming from many different parts of Canada, one can be confident that the early French immersion program offers its participants an excellent opportunity to develop cognitively, linguistically, academically, culturally, and socially. With this assurance it is now time to investigate the kinds of problems that might be encountered in these programs and to explore a variety of solutions to these difficulties. This paper is a step in this direction in the hope that an investigation and discussion of possible problems will lead to stronger and more effective programs.

A common theme which runs through the following discussion concerns the question of what kinds of children should go into and stay in French immersion programs. There are two opposing points of view. The first is that immersion programs should be made available only to the "typical" or above average child who has no problems. If one adopts this position then it is quite simple to deal with any problem that arises — switch the child out of immersion into the English stream. Once in an English program, the child will have a much easier time and his difficulties will dissipate or disappear entirely. The second position is that access to French immersion programs should be made available to most children regardless of cultural, linguistic, emotional, or physical status. If they encounter problems these must be dealt with in the context of the French immersion program. According to this position, it is argued that problem children, once switched out of French immersion, would have exactly the same problems in an English stream, and thus, switching would be ineffective. Furthermore, it is argued that switching would be detrimental to the child's self-esteem — he would

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be marked as not succeeding; he would be separated from his friends; and he would have to readjust to a new social educational system.

Five specific problem areas commonly encountered in French immersion programs will now be discussed. Information about these areas comes from several research projects as well as from personal clinical experience with children who have school related difficulties.

1. The Child With Specific Learning Disabilities

The child with a learning disability is one who has normal intelligence, and no primary emotional, motivational, or physical difficulties and yet has difficulty acquiring specific basic skills such as reading, spelling, and oral, or written language. Often uninformed parents or educators incorrectly attribute the learning disabled child's lack of progress to poor motivation, poor intelligence, or emotional difficulties. When children in French immersion programs are identified as having a specific learning disability, the misunderstanding is often increased since many feel that the French immersion program is the cause of, or contributes to, the learning problem. It has been found, however, in an ongoing research project designed to investigate the suitability of early French immersion programs for children with language learning disabilities, that these types of children seem to benefit from the immersion experience (Bruck, 1978). That is, when compared to a carefully selected group of language disabled children in English programs, they continue to develop facility in their first language; they learn their basic academic skills at the predicted rate; they exhibit no severe behavioral problems, and, perhaps of most importance, they acquire greater competency in French.

While there is no doubt that the children under investigation are faring relatively well in these immersion programs, they still have their share of problems. Although they do eventually learn French, they take longer than the nondisabled French immersion children to acquire facility in the language. Many also have difficulties with reading, spelling, or math. However, their difficulties are no more serious than those of control children in the English program.

These results have several implications. First is the fact that the children with language disabilities, who we have been studying, are acquiring facility in spoken and written French. We have noticed in our clinical practice that many learning disabled children who have followed the traditional French-as-a-second-language programs (FSL) leave school with almost no knowledge of French. The nature of the teaching method in FSL appears to exploit their areas of weakness (a great deal of memory work; repetition of language out of context; the explicit teaching of abstract rules). The French immersion program, on the other hand, does not seem to have this effect; rather it provides a more suitable and natural environment for these children to learn French.

The second point is that children with these kinds of problems should not be excluded from French immersion programs because they have problems. Aside from the fact that these children can benefit from French immersion, switching the child with a problem from a French immersion program to the English stream will probably be ineffective, since the child will probably continue to exhibit the same

constellation of problems in the English class as he did in the French immersion class. Moreover, he may suffer some emotional consequences due to the switch.

An additional issue which mitigates against "switching" as a solution to solving immersion children's problems is the timing of the switch. The child who switches in Grades 1, 2, or 3 will enter an English class where children have already been reading or writing in English for one or two years (depending on the school system); the French immersion drop-out may have no facility in these skills due to the fact that his education has, to this point, been in French. Thus, from the start he may have more problems than he would have had were he left in his original French immersion placement. Switching after Grade 3 appears just as senseless, since English is part of the curriculum at this stage and will continue to constitute a larger proportion of classroom instruction until the program becomes a bilingual one. For those who feel that problem children in French immersion need instruction in English, the argument can be made that they will get the English if they are left in the French immersion class. Thus the author feels that there is no optimal time for switching.

Rather than switching the child, the suggested alternative is to provide him with help in the context of the French immersion program. Children with difficulties in these programs must be given help in French, for this is the language in which they are learning and acquiring their basic skills. This will involve teacher training, test development, and remedial program development specifically designed for the French immersion child. This is not a simple solution, for it involves the commitment of parents, teachers, principals, and administrators to the fact that these children do belong and should be given the same opportunities to learn in French immersion that they would be given were they in an English program. In other words, unless we decide that French immersion programs should be made available only to average English Canadian children with no cultural, emotional, language, or learning problems, then we must begin to change the program so that it is more suitable for a wider range of children. Hopefully with the spread of the popularity of French immersion these services will soon become an integral part of the program.

2. The Slow Learner

Unlike the learning disabled child, this is the student who is slower than average in *all* areas of development; the reason attributed to this poor performance is less than average intelligence. The suitability of French immersion programs for this type of child is often questioned. Based on the results of a series of research projects conducted at the Protestant School Board of Greater Montreal (cf. Genesee, 1976), it appears that the slow learner can benefit from participation in a French immersion program. Specifically, these children acquire second-language skills which are superior to those of their peers following French-as-a-second language courses. Furthermore, they have been found to master specific oral French skills at the same rate as students in immersion programs with average or above average intelligence. At the same time, they do not suffer any differential deficiencies in basic skill acquisition as a result of their participation in the immersion program. Again these results suggest that these children can cope in

immersion programs. However, because of their slower rate of learning, teachers must learn to individualize their programs for these students.

3. The Slow Second-Language Learner

The problem to be discussed in this section concerns the child who does not seem to be acquiring facility in French. To understand this type of student, the first consideration is whether he is not understanding anything in the second language or whether he is just not saying anything. In most cases it is a lack of saying something which is noticed. Often the lack of verbal expression can be related to shyness or feelings that the situation is "too English" to speak French or to negative attitudes stemming from the home about using the language. Some children simply take longer or have different styles of language acquisition. They should not be pressured to use French. Rather they should be continually exposed to situations where French is used naturally so that they can continue to learn and profit from the input. The important point is that given time and support to use French for communicative purposes, even the most reluctant child will learn the language. It is highly unusual to find a child who is learning no French at all in these programs.

4. Behavioral or Emotional Problems

This category includes those children who put up a terrible fuss about going to school, who are disruptive in a classroom setting, or who generally have difficulty coping with the behavioral demands of the school stituation. It has often been asked whether immersion is a traumatic experience for most children and whether being in an environment where the native language is not used can cause frustration and undue emotional stress for this particular type of child.

This does not seem to be the case. When questioned about school, children in immersion classes rarely focus on the fact that they are being taught in a second language. In surveys of problems in schools, we have found no more behavior problems in immersion than in regular English classrooms. Perhaps the following anecdote will illustrate the point. A colleague reported that his five year old was having a terrible time adjusting to French immersion. Everyday she would cry on her way to school saying she didn't want to go. When she came home she complained about school. After several months she was switched to an English classroom. A few weeks later when asked how the child was doing, the parent honestly replied, "She cries everyday on her way to school; she hates it".

5. Parents' Expectations

Having a child in an immersion program is often a cause of undue anxiety on the part of parents, which in turn can contribute to problems that these children may encounter. On many occasions, those of us involved with immersion programs have received phone calls from parents who were concerned because their children were not progressing at "an adequate rate". In most cases, the parents' expectations are unreasonable: They are worried because after several months in Kindergarten the child is not fluent in French. A more serious concern, also expressed by many parents, is that their child can not read English at some time

before English reading has been introduced in the curriculum. They are upset because other children not attending French immersion programs are reading in English, or because a classmate in immersion is reading English. They have often asked how they can teach the child or where they can find a tutor.

In these cases, we have had to explain to the parent what the expected rate of learning is and not to be concerned. For example, it is explained that in most cases the child will produce little French in the classroom until Grade 1. Furthermore, in our experience, we have found that most of these young children are unwilling to display their newly acquired French skills to their English-speaking parents. In the case of teaching the child to read in English at home, we have discouraged the parent from taking this course of action. We explain that English reading is deliberately not introduced into the curriculum so that the child can first acquire a firm grasp of the basics of the French reading system. Introducing a second reading system during this initial learning period will likely cause the child much confusion and will retard the acquisition of this skill. Again it has been our experience that once the child grasps the fundamentals of the French reading system, he naturally transfers these skills to the English reading system which is easily and quickly acquired. While dissuaded from teaching English reading, parents are not discouraged from reading to their children in English, or from telling them how to read a certain word if asked by the child. It is also suggested that they involve their children in some extracurricular French activities.

Generally these kinds of inquiries reflect either the parents' lack of knowledge about the goals of the French immersion program, or a lack of commitment to these goals. This is an area where considerable time should be spent with parents in terms of supplying them with detailed information about the curriculum, the progress they should expect, and how they can best help their child at home.

Conclusions

In the above discussion several points have been emphasized. First, in terms of the problems under consideration, it appears unlikely that immersion programs cause these problems; rather, these difficulties would arise regardless of the educational setting. Second, children with a variety of problems fare well in French immersion programs in that academically they progress at a rate one would expect were they in an English stream. Third, the French immersion program is a particularly appropriate environment for many "slow learners" or "learning disabled children" to learn French. Their facility in the second language is especially striking after seeing the very poor performance of similar children in FSL programs. In light of the above evidence, and given the current social and economic importance in Canada of being bilingual, educators are urged to seriously consider the potential negative effects of switching problem children from French to English programs. If it is decided to make French immersion programs available to a wide range of children, then what is required is a general commitment on the part of educators and parents to stand by the child in difficulty and to find solutions for his problems within the context of the French immersion program.

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Graduates of Early Immersion: Retrospective Views of Grade 11 Students and Their Parents[1,2]

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The pupils in the original pilot class of the St. Lambert "early immersion" or "home-to-school language switch" project have now graduated from secondary school. For this report, we asked these young people to look back on their schooling and to appraise its effects on their lives. We also asked their parents to do the same.

There was something very special about the schooling of these students because during Kindergarten and Grade 1, their entire contact with teachers and subject matters took place in French, which was essentially a foreign language for them since they all came from homes where only English was used and very little contact with French-speaking Canadians took place in their neighborhoods. They were given the chance to learn French indirectly through the course materials taught, and directly as a subject matter from their French-speaking teachers. During Grades 2, 3 and 4, they continued in a mainly French learning environment except for two daily half-hour periods of English Language Arts and courses in physical education and plastic arts which were taught by native speakers of English. The amount of instruction time given to English increased at Grade 5 so that during Grade 5 and 6, the last year of elementary school, the proportions were roughly sixty percent English and forty percent French. Thus, the elementary school program was structured as to proportions of time given to French immersion, but for the first few years many "experiments" were conducted to find appropriate teachers, materials and modes of instruction. The pilot class felt the full weight of this experimentation.

Each year the students in the early immersion French program were tested for their progress in French, in English, and in subject matters, their standing on measures of verbal and nonverbal intelligence, and their attitudes toward English and French-speaking people. They were compared with English-language-schooling and French-language-schooling control groups, each composed of children from the same socioeconomic background, of the same intellectual level, and, in the case of the English-speaking controls, from homes with comparable

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2. This is a synthesized version of a larger report (with a complete appendix on student and parent commentaries) presented with the same title and authors, mimeographed, 1978, McGill University, Psychology Department.

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attitudes toward French-speaking Canadians as those in the immersion program. No attempt was made to select only those with high academic promise, so that in the immersion classes as in the comparison groups, IQ scores varied widely and a small proportion of children with diagnosed "learning difficulties" were kept in each sample. The program was not intended exclusively for middle-class children although the groups described here were essentially middle class. In fact, the same immersion program has been followed by children from working-class backgrounds (Lambert, Tucker and d'Anglejan, 1973; Cziko, 1975; 1976; Bruck, Jakimik and Tucker, 1976), and the favorable results of immersion hold as well for the more favored social groups. Nor was the program meant for French-speaking Canadian children who might want to follow immersion-in-English classes because in that case we felt that the French Canadian society was in a period of rapid change and needed to assure itself that their children had developed full strength in the French language before embarking on English-language training. Certain suggestions as to how these ends might be attained for French Canadians have been presented elsewhere (Lambert and Tucker, 1972; Lambert, 1977; Tucker, 1975).

The results of our year-by-year testing have been presented in a series of reports (Lambert and Tucker, 1972; Lambert, Tucker, and d'Anglejan, 1973; Bruck, Lambert and Tucker, 1974; Bruck, Lambert and Tucker, 1976). On the basis of these detailed comparisons, we found that from Kindergarten through Grade 6, the children in early immersion classes progressed extremely well in all aspects of French-language skills, relative to the French-speaking controls; they were also able to learn content subjects (like math, science and social studies) through French as well as the comparison groups; they showed no signs of falling behind their age equivalents in any aspects of English-language development; they were not impaired intellectually, judging from their performance on measures of intelligence — in fact, they pulled ahead of the comparison groups on measures of "divergent thinking" or "creativity" by the later grades (Scott, 1973; Cummins, 1976); and their attitudes toward French people and toward the French immersion program were favorable throughout the elementary years. We also found that as the proportion of time spent in French-language instruction decreased from Grade 3 to 6, their progress in development in French-language skills slowed down as well (cf., Lambert and Tucker, 1972; Spilka, 1976).

The program for secondary schooling was less well regulated. Attempts were made to provide appropriate maintenance courses in French and to offer certain subjects in French. However, as expressed in the commentaries, the students and parents were generally not satisfied with the follow-up program. Nevertheless, a large percentage of students voluntarily took their secondary leaving exams in French-as-a-subject matter, and in some cases, exams in French-language skills designed for French-speaking secondary school students.

The following statements serve to illustrate the general feelings of parents and students which in the long run turn out to be our best testimonial.

Parent: "I think that the early bilingual program was hampered by inconsistency in standards of teaching, which was perhaps to be expected in an experimental program. (One or two of the early teachers were not up to what was

required of them.) I was much impressed with the spoken French by the end of elementary school, but very disappointed at the lack of knowledge of French grammar and therefore, also the written French. Possibly later grades have corrected this problem. It was disappointing also that on reaching high school, their French seemed to peter out, due to the fact that so few options could be offered in French. Yes, I would do the same again, but I would want to ensure that the students continued to make progress in high school, also, rather than losing ground; would prefer to see a solid grounding in grammar during the elementary years. All in all, I am pleased with the results."

Student: "I feel any shortcomings I may have in respect to my spoken French could be remedied by practice. Unfortunately, the selection of French programs in CCHS has been rather poor. In Grade 8, I took social sciences in French, in Grade 9 there was biology, but aside from actual French classes, there has not been anything else offered, although they promised law and history courses. I was given the opportunity to take both Grade 10 and Grade 11 French in one year and write both final exams last June. I passed both written and spoken exams. I have no other specific complaints or suggestions other than after they have gone about providing excellent elementary school and early secondary French programs in French, that they should follow up with some French oriented courses to give students a chance to exercise the language."

Another parent writes: "The immersion program was great, but after Grade 7, the whole program seemed to bog down. Perhaps more contact with French children would have been helpful. In St. Lambert the need to speak French was not really strong and so the children were taught in French in school and then found little use for it outside. In all fairness, I think the program did make my child bilingual; it is up to her now to carry on and make the effort to polish up her French. I feel she has a solid background. Unfortunately, "Bill No. 1" is making these children feel that being bilingual is not enough."

Conclusions

These, then, are the conclusions we arrive at from our analysis of both the objective and subjective responses of these two groups of high school students and their parents:

1. There is a very clear appreciation for the early immersion (EI) experience on the part of the EI students and their parents who, in the vast majority, say that they would choose the immersion option if they had to do it all over. This general satisfaction on the part of the EI parents — in spite of their dissatisfaction with the follow-up programs at the secondary school level — stands in sharp contrast to the general disappointment of the English control (EC) parents with their children's language programs. It is the EC parents who are more prone to direct harsh criticism at the school system for having failed them and their children; they also turn more to private schooling, perhaps as an assurance for their children's future.

2. In general, the students with early immersion experience express a feeling of well-being, self-assurance and satisfaction with their level of attainment in French which is much more advanced than that reached by the English-comparison students. This sense of attainment shows itself in various ways: (a) the EI students

have already had more part-time and summer work in French, (b) the EI students feel much more capable of working in French, (c) they feel more capable of studying in French at the college or university level, and (d) they are more eager to study other languages, as though the taste of success with learning French and the realization that one can master a foreign language stimulated a more general interest in learning other languages.

3. The EI students as a group also show a more positive attitude toward French-speaking Canadians and a greater willingness to make contacts with French-speaking friends; we are informed as well that they are much more inclined to use French with their French friends.

4. A larger proportion of the EI than the EC students also express a desire to stay in Quebec even though there is a majority of both EI and EC students who think in terms of leaving the province in the next few years.

5. A much larger proportion of EI than EC students also feel that they could, with experience in using the language, become fully bilingual. These feelings are shared as well by the delight of two of the EI students who said they had been highly complimented when taken to be native speakers of French. The EC students on the other hand give the impression that they have little hope of really mastering French or that it is too late to expect that degree of competence.

6. Having experienced immersion schooling, both the EI students and their parents are more inclined to see the merits of going even further in forms of immersion to the point of full contact with French students in French-language schools. Rather than viewing "submersion" in a total French school as a radical step, one that might adversely affect a child's identity and native-language competence, it is seen more as a natural and obvious extension of early immersion by a substantial number of EI students and their parents.

7. On balance, the contrasts between the EI and EC groups that have emerged here portray the early immersion experience as a means of developing high degrees of skill in the French language, a feeling of confidence among graduates that they could work, study and live in a French environment as well as in an English one, a belief that they could, given simple opportunities to use French, become fully bilingual, and a willingness and desire to meet and integrate with French-speaking Canadians. At the same time, the analysis has brought to light various hurdles that these well-prepared and motivated young people face if they try to penetrate the French world around them in Quebec. Some of these hurdles are very likely rooted in the English-speaking society itself which may not provide models and examples of ways to make contact with French-speaking people. On the other hand, some hurdles are very likely rooted in the French-speaking society of Quebec which may also not provide models of how one could encourage and follow up on gestures of personal interest coming from English-speaking Canadians. Furthermore, this group of English-speaking students, graduating from secondary school in the late seventies, enters a society that is divided and polarized along ethnic and linguistic lines to a greater degree than that experienced by their parents or grandparents. One wonders how these youngsters can learn to live cooperatively as Canadians when the schools they attend are segregated along religious and linguistic lines. In such conditions, children could reasonably ask

why it is that the society apparently does *not want* them to learn the other language or to get to know members of the other ethnolinguistic group. In an important large-scale investigation with *French Canadian* secondary school students, Gagnon (1972) found that the vast majority thought that it is only natural that *both* major Canadian groups learn each other's language and that, in their views, the language would best be learned through schooling plus personal contacts. Gagnon also found that over seventy percent of his sample would be very appreciative of occasions to visit English-language settings. Today, both French and English Canadian young people might wonder why society makes it so difficult for them to learn the other language or make social contacts with the other group.

Because these hurdles could be a source of frustration, it is important that educators and policy makers give thought to helping these students understand their society and letting them have a hand in improving it. We have found here that there are few ways these students can use French outside the school; that they would like to be more involved in basically French activities, but usually aren't invited; that friendships with French-speaking young people are not common or easy to establish; and that the majority of both EI and EC student groups are thinking of moving out of Quebec in the next four years. In spite of current political policies in Quebec that limit the chances of French-speaking Canadian students becoming as competent in English as the EI students are in French; still, there likely are numbers of French Canadian young people who have similar desires for social contacts but who face comparable societal hurdles in their attempts to make contact with the English Canadian society (cf., Gagnon, 1972). From the perspective of both groups, then, we begin to understand how easily ethnic and linguistic segregation can isolate subgroups within a society, which, some argue, is a common problem found in most complex, ethnically-plural nations (Rabushka and Shepsle, 1972).

It could be argued that this societal wariness of social contacts across ethnolinguistic boundaries represents a search for peace and comfort that comes from being in a setting with one's "own kind" (Lambert, 1978). If this is true, then overly enthusiastic attempts to penetrate these boundaries may be disturbing for both groups involved. Applied to the Canadian scene, this would mean that young people who have mastered the other group's language must test cautiously how far and how quickly they can make social contacts that will be acceptable to the other group.

Perhaps the most important conclusion to be drawn from this investigation of the early immersion experience is that we have been forced to place this innovative form of language training in a broader societal context, and this leads us to a realization that we must now seek out solutions for problems of social segregation and cleavage within the Canadian society. The beginnings of a solution seem to stem naturally from the early immersion experience itself, specifically from what the EI students are asking of their society: an opportunity to put their competence in the other language to meaningful use. French Canadian students may be asking the same — that is, similar opportunities for social contact across the common ethnolinguistic boundary. As parents, educators or political leaders, we must listen carefully and try to understand what these young people

are asking. The solutions needed are likely to be found in the questions being asked. It is our opinion that Canada, and especially Quebec, provide researchers with a wonderful field station for finding solutions which can draw on the goodwill of these two streams of young people.

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French Immersion: An Educational Alternative

Peggy Wightman

Within the last fifteen years, Canadians have witnessed the introduction and phenomenal growth of a new approach to second-language learning. French immersion programs in which English-speaking children are instructed primarily through the use of the French language are now being offered by schools in every province and in most urban centers. The development of these programs has occurred in response to the increasing need felt for bilingualism. However, the availability of such options now presents parents with important decisions which may affect the whole course of the child's education, often when schooling has barely begun.

What Is It?

Basically, immersion schooling implies a classroom situation in which the children are instructed in French by a bilingual teacher who is a native speaker or has acquired native-like fluency in the French language. Such experience extended over a number of years is seen as a method of greatly improving the general level of competence in the French language beyond that usually attained from traditional studies of French as a second language (FSL). After immersion schooling, it is expected the individual will be able to communicate with ease and feel comfortable in either language community and also accept employment, training or further education in either language.

The curriculum is usually much the same as the comparable English-language program. In Ontario, the Bilingual Education Project (BEP), which was set up by the Modern Language Centre of the Ontario Institute for Studies in Education (OISE) to plan, develop and evaluate bilingual programs, has described three aspects of the immersion program.[1] These are: first, the common core, which must be the same as that of the regular-English program; second, the language element, which is not an extra squeezed in but the medium through which the core is presented; and third, the French cultural element which is the infusion of stories, folktales, songs, rhymes and traditions of the francophone communities in Ontario, Quebec or Europe.

At the Kindergarten level, the teacher addresses the class only in French although the children usually continue to use English, especially amongst themselves. By the end of the year an extensive recognition vocabulary has been gained and the children are attempting to use single words or a few short sentences. They are able to follow the teacher's instructions and understand simple stories. Most Kindergarten classes are held in the morning or the afternoon only.

Grade 1 may be the first or second year of immersion but in either case the classroom instruction, including reading, writing and arithmetic, is usually given

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in French. In some schools special subjects such as physical education, music or religious studies are taught by an English-speaking teacher. Speaking skills receive greater emphasis and the children are increasingly able to express themselves in French.

By Grade 2 or 3 the French instruction is usually reduced to approximately eighty percent to allow a daily hour of English-language arts. The amount of time spent in each language varies with the school and grade level but generally the use of English is increased in successive grades until it is used for about half of the classroom instruction in Grade 6.

The program starting in Kindergarten or Grade 1 and continuing through the primary grades is referred to as early immersion to distinguish it from a second option, late or intermediate entry immersion. The latter begins in Grade 6 or 7 and continues to the end of Grade 8 with French instruction used for a high percentage of the classroom time. The Gillin Report described immersion programs as those in which seventy percent or more of the total instruction time is in French the first year of the program, regardless of the grade level at which French is introduced.[2] This time allotment may be altered in subsequent years.

As early and late immersion students reach high school in increasing numbers, special courses are gradually being developed to meet their needs and capabilities. The Ottawa Board of Education (OBE), for example, offers its large number of immersion students the option of attending an English high school with an enriched program in French or a bilingual high school which offers a greater selection of courses in French and is for many students a continuation of immersion. In the bilingual schools, courses in French language and literature are designed for three streams: (1) core students (those from the English programs who have studied FSL); (2) late immersion students; and (3) early immersion students. These three streams may be combined for other subjects such as history and geography.

What Are The Results?

One of the earliest and most widely known immersion programs was initiated in the community of St. Lambert in the Montreal area. From the two immersion Kindergarten classes established by the South Shore Protestant Regional School Board in 1965, the program expanded to include approximately forty percent of the Kindergarten population seven years later.[3] An extensive study of this project was directed by W.E. Lambert of McGill University and his early findings have had substantial influence in establishing similar programs elsewhere.[4]

Previous studies of schooling in a second language had often suggested that such programs tended to be detrimental to the child's educational development. However, much of this work had been conducted in situations in which children from a minority language group, sometimes a disadvantaged group as well, are immersed in the language of the majority. For most anglophones in Canada this situation is reversed, consequently eliminating much of the burden of adjusting to a new culture. Outside the classroom the immersion child is in a very familiar setting and probably uses English almost exclusively. Even within the class he has the support of his classmates, most of whom are from similar backgrounds. The

Canadian situation may also differ in other respects such as motivation, attitudes towards the second language and similarity of the languages being studied. Although the reasons for the findings may still not be completely understood, it is clear that evaluations of the immersion programs in Canada have generally been very favorable.

As well as the St. Lambert project there are several other long-range studies of immersion. In Ontario, researchers from OISE are monitoring a number of French-language programs including early immersion in the Ottawa and Carleton Boards of Education. The late immersion and other experimental French programs in these two neighboring school systems are being investigated by the OBE Research Centre. Also in the National Capital Region, ongoing studies in the Ottawa Roman Catholic Separate School Board (ORCSSB) and the Carleton Roman Catholic Separate School Board (CRCSSB) are being directed respectively by H.P. Edwards and C.E. McInnis, both from the University of Ottawa.

In general terms, these studies and others indicate that the development of French skills by students enrolled in immersion programs is far greater than that acquired by students taking the traditional FSL courses. Children in early immersion do fall behind in the English-language arts but catch up when formal instruction in English is introduced in Grade 2 or 3. Children taught subjects such as mathematics or geography in French achieve as well as their English-taught peers on tests administered in either language. There are no signs of cognitive retardation and immersion children score as well on standardized IQ tests.[5]

The detailed reports of these studies at each grade level are extensive and the following is but a brief overview of the important observations and conclusions.

(a) *English-language competence*

At the end of Kindergarten, immersion children are judged to be equally ready to begin English Grade 1 schoolwork as children completing the English Kindergarten.[6] They perform similarly on tests of readiness for reading and arithmetic[7] and there are no differences shown in cognitive abilities, except in the area of aural comprehension in which immersion children are superior.[8]

By the end of Grade 1, English-language skills in speaking and listening are maintained by immersion children.[9] As might be expected, they have fallen behind in other English skills such as work knowledge, word discrimination and reading as measured by the Metropolitan Achievement Test (MAT); but even here they have maintained a high enough level (fortieth percentile) to suggest that there is considerable transfer of skills, especially in reading.[10]

The OISE study found that the immersion children beginning English-language instruction in the second grade have, by the end of Grade 3, caught up in English reading, word knowledge and language (as measured by MAT) but still lag behind in spelling.[11] In ORCSSB Grade 3 immersion classes, a weakness in language-writing skills was observed although it was suggested this might be due to English programs which do not emphasize these skills and related topics such as grammatical rules.[12] A subsequent study by OISE investigating the writing skills of Grade 3 immersion students found that these children compare favorably with their English-instructed counterparts considering the limited amount of school

instruction received. Another interesting observation from this study was that the immersion students write with fewer errors in English than in French.[13] By the time the pilot experimental group in St. Lambert reached the end of Grade 6 they showed "no evidence of deficit in any aspect of English-language competence including reading skills or complex vocabulary development."[14]

(b) *French-language competence*

In French-language arts it appears that progress in the early grades may be dependent on the amount of exposure to French rather than on grade levels. For instance, a partial immersion class (fifty percent French, fifty percent English) at the end of three years showed the same amount of French comprehension as a total immersion class after one full year plus a year of half-day immersion Kindergarten.[15] At the end of Grade 1, immersion students scored as well as thirty percent of native speakers of French on French-reading skills.[16] By the end of Grade 6, the first St. Lambert group were only slightly behind their French-language peers in the development of complex vocabulary, scored higher than sixty percent of their French-language peers on the test of French-reading skills and wrote French compositions that were judged less rich in content but as correct grammatically. In summarizing observations of the first two groups to finish the sixth grade, Lambert has written:

> The experimental pupils appear to be able to read, speak, understand and use English as well as youngsters instructed via English in the conventional manner. In addition and at no cost, they can also read, write, speak and understand French in a way that English pupils who follow a traditional FSL program never do. These children have acquired a mastery of the basic elements of French phonology, morphology and syntax, and they do not have the inhibition in the use of language which so often characterizes the performance of the foreign or second-language student.[17]

Although these students could communicate ideas equally as well orally and nearly as well in writing, they still did not have equivalent mastery of French vocabulary, grammar and accent. It appeared that balanced bilingualism, that is, equal competence in two languages, would be attainable by these children with additional experience in a variety of situations outside the classroom.[18]

(c) *Mathematics and other subjects*

Achievement tests in mathematics show that early immersion students consistently learn as well via the French language and that they are able to transfer their learning to English. One study indicated that Grade 3 students might be at a slight disadvantage in the comprehension of mathematical problems presented in English, something which they do not normally encounter.[19] The St. Lambert pilot class at the end of Grade 6 scored as well on the mathematics, science and social studies subtests of the Metropolitan battery as did their English-taught counterparts.[20]

(d) *Late immersion*

The results of studies within the Protestant School Board of Greater Montreal (PSBGM) and the Peel County Board of Education in Ontario suggest that late immersion programs have not had any negative effects on English-language skills and that French-language skills improve considerably.[21] Similar findings are reported from a study of Grade 6-8 intermediate immersion students in the Ottawa-Carleton area.[22] In this study it was also found that in most cases these immersion classes attained average scores in the French-taught subjects of mathematics, history, and geography which were as high as the scores of the

English-taught comparison classes in the same schools. It was noted that students in the intermediate immersion classes tended to be average or above average in ability.

In Montreal, the PSBGM selected 260 superior students for a late immersion program with one hundred percent French instruction in Grade 7 and forty percent in Grades 8, 9 and 10. At the end of Grade 10 on written standardized tests of French achievement these students performed at the level of Grade 9 francophone students. In French-communicative skills they were found to be midway between French students and English students who had studied FSL since Grade 3, with their lowest achievement in grammatically correct speech and their highest in listening comprehension.[23]

(e) *Bilingual high school programs*

In 1977, Ottawa and Carleton Board high school students who had spent at least three years in a bilingual program (either at the intermediate or secondary level) were given several types of tests in order to relate their level of competency in French to external standards. It was found that on reading tests used by the Quebec Ministry of Education, the Grade 9 students generally attain scores that are average for Grade 7 francophone students and the Grade 11 students perform similarly to Grade 8 francophone students.[24] In an interview situation these bilingual-program students showed complete comprehension of questions asked about an imaginary bilingual exchange trip and generally provided meaningful responses.[25] A very high level of reading comprehension was shown on a test composed of newspaper items.[26] Seventy students were also given the battery of tests used by the Public Service Commission to assess French proficiency. The findings included the observation that after four or five years of senior bilingual instruction the majority of these students did attain the then existing standard of French proficiency required for most bilingual positions in the civil service.[27]

(f) *Other observations*

Informal comments from some immersion teachers in Ottawa indicate that classroom topics are somewhat limited in the early grades. The initial step in the study of a new area is usually the development of a suitable vocabulary. These vocabulary limitations are also at times restrictive in attempts to use self-directed material in immersion classes.

Another problem formally recognized by some researchers is the tendency for immersion children to develop their own dialect of French. In being encouraged to express thoughts and ideas before mastering all the grammar involved, they produce and repeat expressions and structures not normally used. Many of these errors disappear as the correct forms are taught and M. Swain of OISE has suggested that more contact with French-speaking peers plus more directed instruction in the classroom could eliminate this problem.[28]

There has been concern expressed about the possible negative effects of immersion schooling on creativity although, recently, evidence is being reported which supports the counter opinion that certain aspects of creativity may be promoted by some forms of bilingualism. Torrance, who is widely known for his work in the field of creativity, found that bilinguals in Singapore were superior to

monolinguals in originality, an important ingredient of creativity.[29] In looking at English-writing skills of Grade 4 Canadian children, Genesee found that teachers rated originality of thought higher for immersion students.[30] Lambert has recently reviewed a number of these studies and reported that his earlier findings of an association between flexibility in thought and bilingualism has been supported by another Montreal study which showed greater flexibility to be a result of immersion schooling.[31]

The influence of immersion on social attitudes has been of considerable interest. Immersion students in the St. Lambert pilot group at the Grade 6 level were able to identify fully with their own ethnic group as well as both the Canadian and the European French. Similar attitudes were expressed by the English-control group who studied FSL. The French controls, on the other hand, tended to "draw sharp contrasts between their own ethnic group and other peoples."[32] During a two-year period, intermediate immersion students in the Ottawa-Carleton study did not show a change from their initial highly positive attitudes towards learning French and towards French Canadians.[33]

Conflicting evidence about the effects of bilingualism on cognitive development has resulted in proposals of several theories which might help explain the phenomena being observed. Cummins has presented a threshold hypothesis which claims that bilingual education programs have a positive influence on the cognitive functioning of children who attain a high level of competence in their second language, but a negative influence on the development of children who fail to attain adequate second-language skills.[34] He also feels that the development of skills in a second language is dependent on first-language competence so that a high level of second-language fluency is not apt to be attained if first-language skills are inadequately developed. In fact, he suggests in such circumstances competency in both languages will be lessened.[35] Lambert distinguishes between "additive bilingualism", in which both the first and second language have respect and social value and therefore are retained, and "subtractive bilingualism", in which the first language is being displaced by the second more prestigious language.[36] Viewed from these perspectives the varying results of bilingual education studies can perhaps be better understood and better applied to other situations. For instance, both of these educators do not question the suitability of early French immersion for most anglophone children but warn against automatically adopting parallel programs of English immersion for other linguistic groups. They suggest that francophone and other minority language children in North America may well be better served educationally by strengthening their first-language skills before beginning English-language training.[37,38]

Who Should Enrol?

Although immersion has been accepted widely as a valid form of education there still is some uncertainty as to its suitability for all types of children. With few exceptions, immersion programs have been open to all with the decision about entry left to the parents. A general assessment of the child's development is usually available from previous teachers who would normally have access to the results of any testing as well. If a learning problem is suspected, help in diagnosis

can sometimes be obtained from specialists within the school board, otherwise it would be wise to seek the help of professionals in the community. Special services, such as remedial reading, may be more available in English than in French, although as immersion programs become established such support is usually provided.

There has been limited consideration of immersion children with learning disabilities. A preliminary report from one study of a small number of children with language-learning disabilities indicates that they are able to maintain pace with their counterparts in an English program.[39] Another investigation which included testing for language disabilities and potential learning disabilities could find no evidence of detrimental effects due to second-language programs but found some indication that they may be a form of scholastic enrichment.[40] It has been suggested that some mild speech problems and poor speech habits may be improved by early immersion through the additional practice in sound discrimination and reproduction.

Children who have already been exposed to two languages before entering school are seen as another group whose relative success in immersion needs to be assessed. There are many such children who appear to be doing well in immersion and theorists have proposed that experience in more than one language is an advantage in learning additional languages.[41] There is one study of a group of immersion children from the same third-language background, and these children experienced some difficulties in arithmetic and in English-language development. However, a significant number of this group gave evidence of functional speech defects requiring therapy, suggesting this particular group was unique in other respects as well.[42]

Since the first studies of immersion dealt mainly with children from middle-class homes, there has been a feeling that the results should not be generalized to lower socioeconomic backgrounds. There has been one comparison of Grade 1 and 2 children from working-class backgrounds enrolled in immersion, French, and English-language schools. The results were generally parallel to those obtained in middle-class schools and suggest immersion is an appropriate program for both classes.[43]

The importance of intelligence level in immersion was investigated within the OISE Bilingual Education Project by comparing achievement and IQ scores for immersion and regular English-program children. The results indicated that IQ was no more important to success in an immersion program than in a regular program. In fact, the correlations between IQ and French comprehension tended to be the lowest (the highest was between IQ and mathematical skills) indicating that of all the skills measured, learning to understand a second language is least dependent on IQ.[44] In late immersion a relationship has been shown to exist between IQ and performance on a written test of French achievement.[45]

Some research is being focused on possible predictors of achievement in immersion programs. In a study of personality characteristics of primary grade children, it was found that although "talkativeness" was considered by parents to be important and "sociability" by teachers, that neither quality was shown to be related to second-language learning in the classroom.[46] However, another study of

older children showed that a cluster of qualities, including "adventuresomeness" and "willingness to use French in the community" were associated with success for students in late immersion programs but were not so important for students of the same age enrolled in early immersion programs.[47]

Which Age Is Best?

Wilder Penfield's observations of the child's superior language-learning capacity led him to recommend second-language training begin in early childhood, preferably before age ten. He felt that the "neural plasticity" of the child allows easy acquisition of word-sound units. This capacity is not retained by the adult who must approach a new language using the units of his mother tongue. Consequently one hears the typical accents associated with particular language backgrounds.[48] This view that pronunciation in a second language is related to the age at which the child was exposed to that language has received support in research.[49]

Early immersion also allows a longer period of second-language learning and thus is more apt to produce balanced bilingualism. Negative attitudes towards the second language will not have developed in the young child although the psychological strain of a complete language switch may be greater than in the case of a late immersion child who has had FSL experience.[50]

Late immersion eliminates most of the concern about first-language skills since they are well established by that age. Stern points out that while the younger child is "at a stage of linguistic expansion and general development which is entirely favorable to second-language learning" and is less self-conscious, the older child has improved memory and a higher level of intellectual growth.[51] At the higher grade level, children are better able to grasp the structure of the language and will be more appreciative of the cultural enrichments offered. In her study of FSL programs in British schools, Burstall found eleven-year-old children to be more efficient learners than eight-year-old children and has questioned Penfield's contention that the first ten years of life constitute a "critical period" for foreign-language learning.[52] The motivation of the older child may be influenced by his involvement in the decision to enrol. The more crowded curricula and specilization of subjects, however, may be disadvantageous in late immersion programs.

It should be mentioned that attrition from immersion is greatest after Kindergarten and before Grade 1. Beyond the usual reasons for changing schools, some parents regard the Kindergarten year as a trial period in immersion; others use it as a period of enrichment for children who have already attended Kindergarten and may be ready for Grade 1 but are unable to enter because of age restrictions. After Grade 1, fewer children leave immersion. In a study of children enrolled in Kindergarten in Ottawa and Carleton Board schools in 1971, it was seen that by the beginning of Grade 3 sixty-six percent of the children who had originally enrolled in the regular program were still in that program, while only fifty-six percent of the Kindergarten immersion children were still in immersion. Since for both groups approximately seventy-two percent of the original members were still in the OBE/CBE school systems it is apparent that the attrition rate for

immersion is higher.[53] In the case of intermediate immersion students in the same boards for a two-year period between 1973 and 1975, it was concluded that very few students transfer out of the immersion programs during the intermediate grades, but that there is some movement to the regular stream upon entering high school.[54]

What Is the Parent's Role?

It is not uncommon for parents to feel apprehensive about having their child educated in a language in which they themselves do not feel competent. They may worry about losing contact with the child's educational progress or an inadequacy in helping their child overcome difficulties in schoolwork. However, experience has shown these problems to be minimal. The immersion teachers, as others, are very willing to talk to parents. They are aware of the unilingual home backgrounds and consider this fact when assigning homework.

Parents influence their children's attitudes and attitudes are a contributing factor in motivation to learn a second language. Another factor described by Lambert is orientation. Orientation is termed "instrumental" if the purpose of language learning reflects utilitarian values such as employment opportunities. If the purpose is directed more towards learning about the other cultural community so as to take part in their activities, the orientation is termed "integrative".[55] Studies have shown that an integrative orientation is more effective in second-language learning and that with respect to communication skills the integrative factor becomes more influential than the aptitude factor.[56] These findings seem to be more relevant to older children. The motivation of young children is apt to be directed to more immediate goals such as pleasing the teacher and satisfying the needs to verbalize.

Beyond the usual procedure of acqu inting young children with a new classroom situation, the inexperienced immersion child might need to be reassured that it is permissable to address the teacher in English in an emergency. Parents should be aware that the child is coping with a new situation but should try not to become overanxious as this may be sensed by the child. Some children do go through a stressful period of adjustment to schooling in French. The calm reception of the expression of these negative feelings and a following clandestine phone call to let the teacher realize the child's reactions often help the period pass without a major problem.

The benefits to immersion students of extracurricular experience in a variety of French-language settings has been frequently stressed. In many parts of the country, radio, television and films in French are available. Other opportunities, such as theater companies, summer camps, travel, and visits with French-speaking acquaintances, can be arranged by parents so that the child may experience French as it is used naturally.

Conclusion

The Canadian model of immersion schooling appears to be offering a valid educational alternative aimed at bilingualism. A full evaluation will only be possible when the graduates of this program reach maturity and fulfill an adult role in society. In the meantime, parents interested in a bilingual education for their

children must try to choose among the programs available to them keeping in mind their child's real needs and capabilities. It is hoped this general description of immersion will be of some use in this process.

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The Bilingual Program (50/50): An Alternative in the Pursuit of Bilingualism: Curriculum Considerations

Adrienne Game

Since the inception of Ontario immersion programs in the Ottawa area in September 1969, (forty-two classes in the Ottawa Roman Catholic Separate Schools for five-year-old Kindergarten children) the interest in intensive programs of French as a second language has spread far and wide. Parents, educators, researchers, and politicians have all joined to express either their concerns or their enthusiasm for this mode of bilingual education for children in elementary schools.

During the late 1960s the basic curriculum philosophy was founded on the rationale that because French as a second language would occupy a significant percentage of the child's day, instruction could no longer concern itself solely with linguistic goals. At all grade levels and in all second language options, four considerations have remained constant:

a) Integration of subjects outside the area of language learning is essential (i.e. Social Studies, Mathematics, Science).
b) The prime concern when dealing with these subjects is that the inherent concepts of each discipline be understood by the child.
c) A sequential program must be established which respects the various stages of child development.
d) The basic elements of second language principles are maintained throughout the program in varying degrees (depending upon the option).

Curricula which were developed for the experimental programs have changed considerably to meet the ever-changing needs of the learner as he moves from one grade level to another and sometimes even from option to option.[1] The pupil who arrives from another school system or from another province must also be considered in program planning and development. Many educational as well as administrative ramifications have resulted in major program changes. The past and present emphasis on second language programs, both from an educational and financial viewpoint, has produced side effects which must be highlighted and considered. The following outlines a number of realities which confronted the Ottawa Roman Catholic Schools and which resulted in some of the above noted changes. These same realities will undoubtedly face other boards throughout Ontario, and indeed Canada, which have embarked on second language programs.

Immersion, although proven by psychometric research to be a successful mode of instruction in the pursuit of bilingualism, can create administrative problems. In the case of the Ottawa Separate Schools, the annual percentage of Kindergarten children whose parents opted for immersion upon entry into Grade 1, increased from approximately five percent to thirty-three percent during the first five years.

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"This immersion 'drain-off', coupled with the generally lower enrolments, resulted in numerous primary and junior 'mixed grades' which required:

a) additional second language staff to teach 'small groups'

or

b) additional English staff to avoid 'multiple-grade groupings'

c) severe timetabling difficulties, particularly in immersion centers.

It should also be noted that a continual drain-off of primary children could ultimately eliminate the 'neighborhood school' and result in a minimal number of large immersion schools which would require additional facilities."[2]

In the case of the extended program, (sixty — seventy-five — ninety minutes of daily instruction in French) the teacher either frequently assumes unreasonable workloads or because of time distribution his/her instructional contact with pupils cannot be maximized. The teacher is superimposed on the regular staff which usually constitutes an additional "overlay" in staff requirements. Because of this overlay, the extended program is considered to be the most expensive of all second language options. A close second is the core program because it also requires "overlay" staff. Thirdly, but to a lesser degree, immersion, in addition to other concerns mentioned earlier, may also require overlay staff. The only intensive second language option which substantially reduces the costly overlay is the bilingual (fifty/fifty) program since every class group requires only a half-time English teacher and a half-time French teacher to carry the full academic load, (excluding of course other normal ancillary programs such as special education and artists in residence).

Obviously, the above noted observations suggested that solutions had to be found in three general areas because it became increasingly questionable whether the Ottawa Separate School Board could continue to meet its basic academic needs in the face of second language "multi-track" requirements. The three general areas were:

a) The ongoing demand for an increase in second language staff had to be accommodated in a manner which would not jeopardize other essential programs.

b) School accommodation both in immersion schools and neighborhood schools had to be stabilized.

c) Program revisions which would bring the optimal program to the child (in the neighborhood school) rather than bus the children to the program (in the immersion centers).[3]

After considerable discussion, study, and parental input, the Board decided to extend the already well-established bilingual program at the Kindergarten level to Grade 1 in all neighborhood schools in September of 1975, and expand it to the next grade level in subsequent years on an annual basis. The bilingual program would replace both the sixty minute and the immersion programs existing at that time. Parents would have to decide at the outset, between the bilingual program or the unilingual English program when their children entered Grade 1. Children already in immersion programs would be permitted to continue year by year until the end of Grade 10. Before expanding on the curriculum ramifications of the

Board's decision, a description and comparison of the former immersion and newly introduced bilingual program is necessary.

The bilingual program consists of a centrally controlled standard curriculum in which each day is divided into morning and afternoon halves, one being taught in English and the other in French, *by different teachers*. In principle, the morning and afternoon sessions are regularly interchanged to maximize the probability that, by the end of the school year, all children will receive an equal amount of instruction in both languages.

The English curriculum consists of Language Arts, Mathematics, Music, Religious Education and Family Life. The French curriculum consists of Arts du langage, Sciences, Etudes sociales, Arts visuels, Education physique et hygiène. Reading, which is included within the Language Arts taught in each curriculum, begins at the Kindergarten level in English, and at the Grade 1 level in French.

The bilingual program is intended as the program of choice for the vast majority of pupils in the English schools from Kindergarten to Grade 5 inclusive, although an all-English alternative is available (Note 1, below).

During the current academic year, the registration by grade (Note 2, below) is as follows:[4]

Kindergarten	917 pupils
Grade 1	945 pupils
Grade 2	853 pupils
Grade 3	875 pupils
Grade 4	869 pupils
Grade 5	838 pupils
TOTAL	5297 pupils

All subjects which are now taught in the bilingual program were also previously taught in the immersion program. The only difference between the two curricula is really in terms of the pacing of the content within each subject area in Grades 1 and 2. The long-range objectives of the two programs are identical. Although that may appear unrealistic at first because of the additional time allocated to French in most immersion programs in Grades 1 and 2, it should be realized how very possible it is when two factors are considered:

a) In the former immersion programs, English Language Arts was introduced at the Grade 2 level and usually by Grade 4 or Grade 5 the total amount of instruction in French was correspondingly reduced to fifty percent.
b) There is an increased amount of positive transfer which occurs in a bilingual program between the French and English portions of the day in addition to what was observed in a totally French or English program.

What type of transfer is referred to in this instance? Examples might best illustrate the point. Within French Language Arts, reading is taught by

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Note 1: At the present time there are eighty-six children registered in a regular English program with forty minutes of French daily.

Note 2: Since the inception of the bilingual program, the system follows a single-grade policy at the primary level. At the Grade 3, 4 and 5 levels there are presently (1979-80) seven Grade 3/4 combined classes and one Grade 4/5 combined class.

introducing the vowel system prior to the consonant system. In the English portion the reverse occurs. Thus, the two systems merge more rapidly with one another than is normally possible in a unilingual program, thereby enhancing the pupils' total reading skills. Printing and writing are an integral part of all language arts programs. The French and English teachers work with the same group of children who are thus provided with complementary programs. This provides positive reinforcement thereby greatly improving the working habits of the pupils. Additionally, because the teachers involved work with the same children, they must of necessity meet regularly and discuss their plans. This results in a better *entente* between the two and this positive attitude towards a "total child" approach has, needless to say, a beneficial effect on the children. There are other instances of positive transfer but perhaps there is nothing quite like the psychometric research which has been done to assist in the determination of such observations.[5]

Figure A compares the English achievement of Grade 2 bilingual program pupils with a unilingual English Grade 2 and with the national average. It becomes apparent that the English achievement of the bilingual program pupils exceeded that of both the unilingual program pupils and the national average. The .05 level indicates a statistically significant difference, i.e., a difference which cannot be ascribed to chance.

The question of which subjects are best suited to the French portion of an intensive second language program has frequently been raised. The subject designations of the bilingual program reflect what is rather generally believed to be suitable: Social Studies, Science, Physical Education, Health and Art. Although Mathematics would quite justifiably fit into third place on the preceding list, it was not chosen because of other educational considerations. To have included Mathematics in the above selection would have weighted the French portion rather heavily in what is considered basic academic areas. Secondly, the metric system was still in the early stages of implementation in school systems, and it was believed that curriculum materials would more than likely be available and plentiful in English sooner than they would be in French, not to mention that metrication would undoubtedly involve the home.

An interesting observation is noted in a recent publication from Edmonton[6] describing another bilingual program. The Edmonton Board's bilingual English and Ukrainian program designates the second language (Ukrainian) subjects in a manner similar to the Ottawa Roman Catholic Separate School Board's English/French program (Social Studies, Music, Arts, Physical Education and Language Arts).

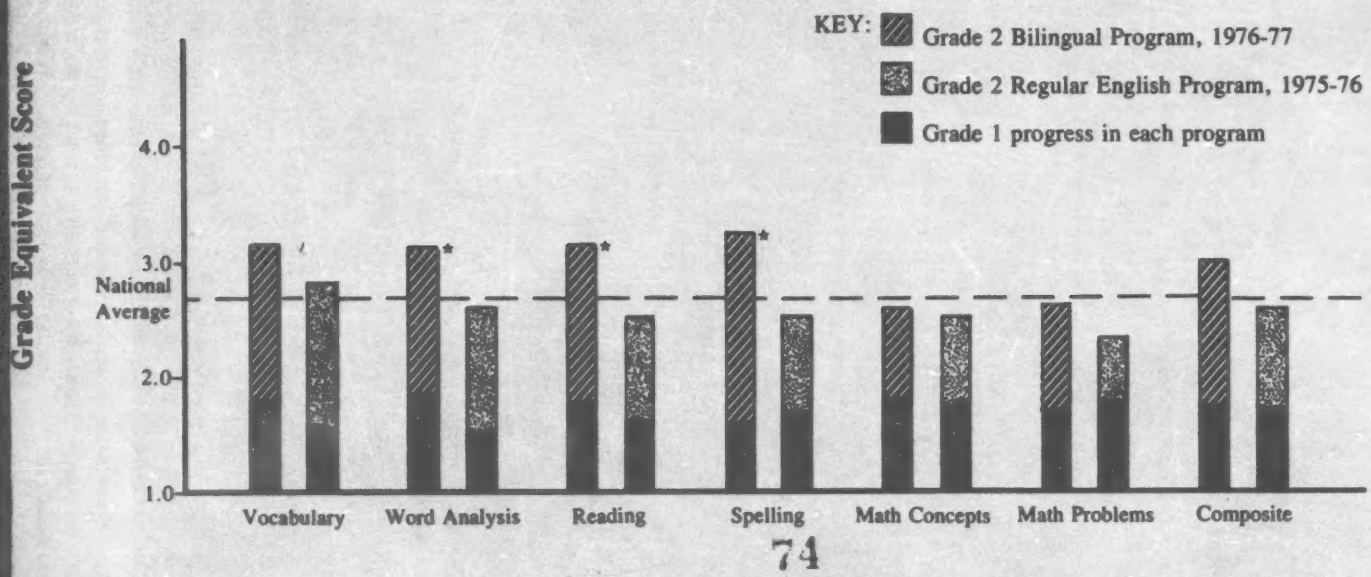
Regardless of a board's subject selection for such programs, the fact remains that curriculum materials must be carefully selected and their implementation stringently controlled if maximal success is to be achieved.

Figure B compares results on French Comprehension tests in alternative French second language programs. It is interesting to note the difference in results which are indicated for two similar bilingual programs. While it is obvious that

FIGURE A

BILINGUAL PROGRAM AND REGULAR ENGLISH PROGRAM:

ACADEMIC PROGRESS OF CHILDREN IN GRADE TWO COMPARED USING THE CANADIAN TEST OF BASIC SKILLS



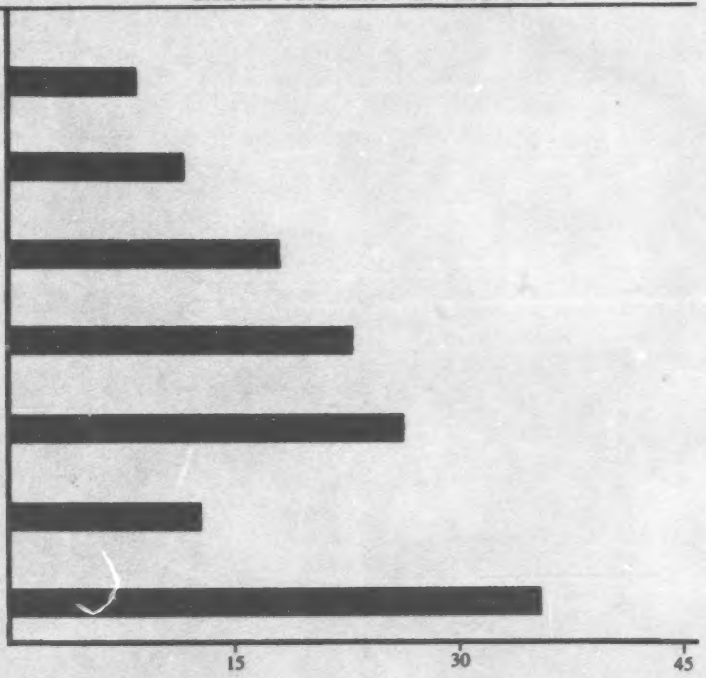
* The star indicates that the difference between Bilingual Program children and Regular English Program children is statistically below the 0.5 level, on these subtests.

FIGURE B

MEAN SCORES ON THE FRENCH COMPREHENSION TEST OF GRADE 2 CHILDREN IN ALTERNATIVE FRENCH SECOND LANGUAGE PROGRAMS

PROGRAM	NO. IN SAMPLE	MEAN	S.D.*
20 minutes per day (Eastern Ontario)	87	9.2	4.6
40 minutes per day (Eastern Ontario)	227	11.9	6.7
60 minutes per day (ORCSSB Extended Program)	53	18.3	8.7
90 minutes per day (Eastern & Southern Ontario)	57	23.0	9.1
150 minutes per day (ORCSSB Bilingual Program)	61	25.9	5.9
150 minutes per day (Southern Ontario)	19	12.5	2.9
300 minutes per day (ORCSSB Immersion Program)	70	35.2	4.6

GRAPHIC COMPARISON OF MEAN SCORES



* Standard deviation.

numerous factors contribute to a successful second language program, there appears to be two elements which are paramount:

a) The languages of instruction must be unequivocally identified with separate teachers.
b) Curriculum development, implementation and supervision must be controlled, precise and ongoing.

It should be noted that the students in the immersion program (three hundred minutes per day) are the most advanced in French comprehension at the Grade 2 level. Ongoing research is carefully following the achievement of students in the bilingual program. It appears to show a closing of this gap. However, the real test of any of these programs is the all-round achievement of the students at the end of the program.

At the present time parents and educators who are seeking guidance in the selection of curriculum materials have a number of documents available (references 7, 8, 9, 10, and 11). If a school board is faced with having to develop its own curriculum, then it is recommended that certain theoretical constructs and procedures be followed.

Essentially the four basic considerations mentioned at the beginning of this article fit within three general constructs of curriculum development:

a) Parents, in conjunction with the school system, must establish what educational purposes are being sought in a program: In the case of a second language program, proficiency in the target language is assumed, while maintaining and developing proficiency in the first language as well as competency in the content of other disciplines.

   If by proficiency in the target language one understands that the program is intended to enable the student to function in all situations common to a native-speaker of the age, experience and educational level of the learner, then it is the opinion of this author that such proficiency is attainable only through a bilingual or an immersion program.
b) Which educational experiences will attain these purposes? Experiences which enable the student to use the target language as a tool for further learning.
c) How can these educational experiences be organized?
   1. It is unnecessary for the school to duplicate educational experiences which are adequately provided for elsewhere. The school's efforts should be particularly focused on serious gaps in the present development of students. Tests of achievement in various areas exist to establish a comparison of student status with acceptable norms.
   2. Once the needs and gaps are identified the objectives must be set. No doubt there is some excellent work being done by dedicated teachers, "but all teachers do not necessarily have a clear conception of goals, what materials are significant, what topics are worth dealing with and how to present material and develop topics effectively with students. No single source of information is adequate to provide a basis for the planning of any comprehensive curriculum program."[12]
   3. Generally speaking ministries of education establish the first series of guidelines from which programs are developed.

4. Subject specialists from the various curriculum departments can be of great assistance to second language staffs in the development of programs, provided they do not lose sight of the "total child" and the fact that we are dealing with "specialist learners" in each and every area. In most programs at the elementary level, where teachers are dealing with a wide range of student abilities, the learning experiences must be presented in an eclectic manner to ensure ample opportunity to practice the types of behavior implied by the objective.
5. Once all of the above have been considered, a sequential program must be established for each curriculum area.
6. Commercial materials usually require adaptation and/or modification for local classroom use.
7. More significantly, the materials selected should reflect the principles of a second language approach. Experience has demonstrated that students will learn via a first language approach but not as easily and not necessarily to their greatest possible potential.

For those considering a bilingual or immersion program the following words of encouragement should be noted:

"A bilingual program is simply good education; the child who receives a bilingual education tends to have greater flexibility in his intellectual and emotional life than does his unilingual counterpart."[13]

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What About Core?

Judy Gibson

Despite the disappointing results of their own French instruction, Canadian parents stubbornly persist in the notion that their children should learn French within the school system. Although not pretending to be experts, parents intuitively feel that French can be taught effectively. Such intuition, which fifteen years ago led to the establishment of the first immersion program, is now bringing pressure to bear on the traditional method of language learning, known as core, basic or even exposure French.

Over the years there *have* been improvements and innovations — language laboratories, the "audio-visual" method, the "cognitive code-learning theory", and so on — but the final results of core French programs are not a great deal more impressive than when the language was taught through endless translations and conjugations. Any successes still seem to be the result of bright, highly motivated students receiving instruction from especially talented teachers.

Two recent reports from opposite ends of the country serve to illustrate the point.

The *New Brunswick Base Year Study of the Second Language Competencies of Grade 12 Students in French as a Second Language* (March 1979) shows that 60.8% of the students tested had no usable knowledge of French. Another 25.5% were "able to satisfy travel needs and minimum courtesy requirements" only. Over half of the students tested had at least four years of instruction in French and about 27% were still studying it in Grade 12.[1]

A recent study of elementary French programs in B.C.[2] also shows disappointing results. Both the French Comprehension Test and the Oral Production Test were designed to measure the skills of students completing their second year of a traditional French program in Grades 4 to 7. Results showed that "students in their fourth year of French averaged only 55% of the items correct on the Listening Comprehension subscale, which was still higher than students in their first, second or third year," despite the fact that "listening comprehension" was the objective rated most highly by French teachers and coordinators. The researchers also found that "students' ability in oral French is very limited. For example, students in their third year of French averaged only a rating of 50% on the Oral Production Test . . . students are just beginning to use sentences and to depart from simply attempting to list or name objects in describing a picture."[3]

Students' attitudes towards French were also looked at in the B.C. French Study and it was found that their opinions were more negative at the end of each year than at the beginning as well as becoming more negative from year to year.

Parent and teacher discontent with the core program is too often apparent. As for the students — a drop-out rate of fifty percent at the end of the compulsory

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year(s) is not unusual, and sometimes only ten percent continue to the end of Grade 12. Not many students are graduating from our schools with a useful grasp of the French language.

What Is the Problem?

Most Canadian children have their only opportunity to learn French in the core program. Increasingly, parents are asking why the success of immersion cannot be applied to a less intensive program aimed at some lower level of competence. They cannot understand the reluctance of school administrators and trustees to begin French instruction in the primary grades, or even to begin before secondary school.

Perhaps the most insidious problem with core French has been a lack of realistic objectives. There has long been an unwarranted expectation that a student who was diligent in his studies would be able to attain a degree of bilingualism. Parents, students, and even teachers are consistently discouraged by a seeming lack of progress toward fluency.

Realistic objectives are necessary for a number of reasons:

- as a basis on which to decide the details of the program, such as beginning grade, time allotment, type of teacher, curriculum, etc.;
- as a basis on which to evaluate the effectiveness of the program;
- as information for parents and students in choosing between programs where others are offered;
- as a guide to the teacher, parent, and student in assessing achievement and rate of progress.

Despite today's apparent emphasis on oral communication, the goals of most core French programs are still stated and measured in terms of discrete linguistic skills. Curriculum guides may give expected levels of proficiency in functional terms, i.e., the ability to understand and express ideas, but commercially-prepared programs and exams still stress vocabulary and grammatical items. This leaves students striving to perfect the most basic expressions while they are unable to communicate what they are thinking, albeit imperfectly. Functional objectives must not only be formulated; they must be implemented.

The acquisition of linguistic skills is no longer the only important goal of core French. Increasing emphasis is being placed on knowledge of the culture and on developing in the students an interest in learning French. This is in part an acknowledgement that French is a living language, the mother tongue of one quarter of Canadians and a means of communication in twenty-four other countries. It is also a recognition that it is artificial to separate a language from the culture it represents. A knowledge of culture can help to create an interest in the language, and an interested student is apt to learn more.

However, these additional goals can create two pitfalls which parents should watch for: 1) that such objectives not be so vague that results can not be measured; and 2) that these objectives not take priority over the linguistic ones, in lieu of improving the method of teaching. To put it very bluntly, there is a point at which the course could become Social Studies instead of French.

Written exercises, vocabulary lists, grammatical rules, pattern drills, and verb

conjugations are receiving less emphasis than they did twenty years ago. The newly-developed curricula of several provinces recognize the normal sequence of language learning: 1) comprehension, 2) speech, 3) reading and writing. Today, "real-life" situations are simulated; pictures are used to indicate meaning; students are encouraged to make new statements from the vocabulary and structures taught. A real effort is being made to find high-interest, low-vocabulary materials so that students can use their French in a meaningful way. Still, when it comes to preparing a lesson plan, the teacher reaches for the textbook — produced by a publishing company, and not necessarily an expression of the local goals and curriculum. It is up to the teacher to adapt the textbook to the students' interests and abilities, while keeping in mind the prescribed objectives. In the last analysis, the teacher must bring the study of French alive.

French teachers are scarce throughout the country, and the qualifications required of those hired can vary greatly. Some have several years of university instruction in French; some are native-French speakers, and others have no more than "high-school French." Many have had little formal training in second-language teaching methodology.

In many areas, elementary French is taught by itinerant teachers who travel from school to school every day. In such cases, the classroom teacher often regards the French period as a break, and the students regard it as an interruption to the regular curriculum. The itinerant finds it difficult to know the students well, to have French integrated with other subjects being taught, and to be accepted as a member of the school's staff. Other elementary French programs are taught by the regular classroom teachers, or by teachers on staff who are willing to instruct both their own and other classes. A large elementary school might be able to accommodate a full-time French teacher, as most secondary schools do.

The B.C. French Study[3] found differences among teachers to have significant differences on students' attitudes and achievement scores. The most positive results were achieved with the regular classroom teachers teaching French to their own class and with the itinerant teachers. Teacher fluency and the amount of teacher talk in French during the period were positively related to achievement. Although only an indication, this research does underline the fact that the same program will have different outcomes depending on the type of teacher.

It is interesting to note from this same study that attitudes were more negative among students whose classroom teacher was opposed to French being taught. Even the best French teacher has a very difficult task when faced with a student who is prejudiced toward the French language and culture. If his parents, peers, and other teachers have led him to believe that French is of no importance or is a waste of time, he will probably not do well. The attitudes of those who take French only to fulfill graduation or university entrance requirements also challenge the second-language teacher's ability to inspire interest. The student most likely to succeed has a pluralistic attitude, and is accepting of the other culture. He should see both humanitarian and utilitarian reasons for learning French.

Closely related to attitudes is motivation. Students must want to learn the language, and must want to continue to do so. Study after study has shown that

students who begin with optimism and enthusiasm often drop out after a few years. Irrelevance of the course, boredom, uninspired teaching, and inability to understand are frequently-mentioned reasons. These frustrations will cause negative attitudes towards the French program in spite of the fact that the student might be making reasonable progress.

Although there are no conclusive methods of predicting aptitude for learning a second language, it is generally held that a good rote memory, auditory discrimination, and grammatical sensitivity are important factors. Others suggest that IQ and general scholastic ability should be considered when predicting success. However, it should be noted that a good attitude and strong motivation will compensate for scholastic weaknesses. On the other hand, where there are prejudicial attitudes towards the language and the people who speak it, a student is not likely to do well.

The Time Factor

We know that the amount of French learned is directly related to the amount of instructional time. Learning a language is a cumulative process, beginning with the most simple words and phrases. Mastery of the complex structures and large vocabulary necessary to free expression of thought can only be achieved after a great deal of study and practice.

We are all aware of how quickly an immigrant child seems to learn a new language in the street and playground. But consider how many hours of how many days of exposure to the language he receives. Does he, like a baby learning his mother's tongue, not come to understand the language before he can express himself in it? Do we expect him to master the accent and grammar quickly, or are we pleased that he is able to communicate in an understandable but imperfect manner?

The concept of equating time to achievement has been outlined recently in two separate reports. In 1974 the Ontario Ministry of Education made public the results of the Gillin Report,[4] which defined three levels of competency and the programs which could be expected to lead to each. In 1977, Dr. Douglas V. Parker of Alberta proposed five levels of proficiency, related to courses considered for offering in Alberta, and on which the Alberta Ministry has based its 1979 curriculum.[5] While both of these outlines are merely educated guesses based on the best information presently available, they serve to illustrate the necessity for adequate instructional time in order to achieve various objectives. To put the situation into perspective, consider that a daily twenty minute lesson will provide only sixty hours of exposure to French in a year. One thousand hours of exposure (not even the minimum requirement for reaching Gillin's most basic level of achievement) requires twenty minutes a day for almost seventeen years, or forty minutes for more than eight years. A student in an early total immersion program will reach one thousand hours before the end of Grade 2.

The total time available for teaching French can be organized in various ways, by altering the starting grade and the concentration of time. Unfortunately, studies comparing different distributions of the time available are not conclusive. There is some indication that, given an enthusiastic teacher who takes good advantage of

the opportunity, fewer but longer periods of instruction should be more effective than many shorter ones. Besides the time lost in changing periods, it takes time to adjust to thinking in another language. More conclusive is the point that the study of French does not begin early enough. In questionnaires both students and parents repeatedly express this opinion, and there are pedagogical reasons to support it.

It is known that young children are much better able, both mentally and physically, to acquire a correct accent. Their tongues and jaw muscles are still flexible. They are at an age where they love to mimic, and are not self-conscious about doing so. Children in the primary grades are accepting of what a teacher does and says, and are willing to follow instructions without question. Children of six to eight are usually free of prejudice. They are interested in children in other parts of the world. They enjoy memorizing, and participate well in dramatic play, games and songs. It is the ideal stage for repetitive learning of the basic vocabulary and sounds of a second language. Books, songs and activities can easily be found to match their interest level and their knowledge of French.

Those opposed to beginning French in the primary grades claim that it is more efficient to teach children a second language when they can learn through analysis rather than through memorization. While it is true that older children learn more quickly, students of eleven, twelve or thirteen must overcome intense self-consciousness, competition with more interesting and/or relevant courses, and so on. Such a program simply can not provide as many hours of instruction as can one begun in the early grades.

Solutions?

In many areas of the country educators are replying to the complaints of parents by making minor changes to their core French programs. Pilot projects abound — one class beginning in Grade 7 with twenty minutes per day instruction; a change from itinerant to classroom teachers; two years of seventy-five hours instruction instead of three at fifty hours; a change of text; a rewriting of the curriculum within the same time frame; and so on. However, significant improvements in the teaching of French to Canadian children are going to require substantial changes in many areas, with long-range planning and coordination of efforts.

The first change will have to be one of attitude. In too many cases attempts to teach French are half-hearted. Ministries of education are reluctant to change present minimal requirements, relying on persuasion to convince boards of education of the importance of more and earlier instruction. School boards are afraid to take the time from other subjects, or are afraid to make French compulsory for fear of a backlash from some voters. Universities are ambivalent in their entrance requirements. Teacher certification often requires no knowledge of a second language. Students and parents alike are given the strong impression that learning French is too difficult or too time-consuming or too expensive to be worth the effort. A survey of Ontario high school principals recently showed that "French would be the subject most likely to be cut — even before swimming — by principals faced with declining enrolments."[6] French is a second-class subject.

The second change needed is the establishment and communication of specific, realistic objectives for core French programs. Parents, students, teachers,

administrators, and trustees must know what can be expected, and what not to expect. Today the trend is toward functional definitions, indicating, perhaps with examples, what the student should be able to accomplish with his knowledge of French by a certain time. The New Brunswick study has a few examples:

1. able to satisfy travel needs and minimum courtesy requirements.
2. able to satisfy routine social demands and limited work requirements.
3. able to participate effectively in most formal and informal conversations on practical and social topics.
4. able to use the language fluently in most ordinary conversations.
5. proficiency equivalent to that of an educated native speaker.

In addition to using such definitions for the goals of various programs (core, extended, immersion), it would be useful to indicate the expected levels of competency at the end of the compulsory grades as well as at the end of secondary school.

Curricula and materials appropriate to the established objectives must be developed and used. Adequate teaching time must be provided; competent teachers must be trained. French must be treated as an important and integral part of the general curriculum.

There are today several interesting developments in the area of core French. New guidelines written by the Ministries of Education in Ontario, New Brunswick and Manitoba provide teachers with clearly explained objectives and a great deal of practical advice. This is even more significant in light of the recent agreement among the education ministers that learning materials may be used by other provinces.

For instance, the Ontario guide[7] lists the general characteristics — physical, emotional, social and moral, and mental — of children of various ages, and shows how knowledge of these can be used in planning classroom activities. Primary children enjoy physical and rhythmic activities, so singing and movement games and action songs are appropriate teaching tools. Children of nine, ten and eleven can exchange correspondence with their French-speaking peers, while preadolescents enjoy preparing French skits, plays and choirs. Teenagers might find a comparison of their provincial highway code to that of France interesting, and popular French music is sure to be a hit. This sort of overlapping of cultural and linguistic teaching illustrates the potential of core programs.

Many Ontario and Alberta students are now enrolled in a new program called "extended" French. In addition to core French, they are taught one or two subjects in French (such as Social Studies, Math or Art). This has the effect of increasing the amount of instructional time in French as well as giving the students the opportunity to use the language in a meaningful way. If successful, the program achieves results more than proportionate to the time involved. However, extended programs are still in the experimental stages, and must be offered cautiously. It is not yet clear whether the students' understanding of French is always sufficient for them to adequately cover the content of the other subject(s). Nevertheless, whatever the evaluations prove about extended French, it is encouraging to note that the successful techniques of immersion are being tried in a less intensive program.

Some experts feel that it is important to give students a "heavy dose" of French

early to overcome their natural reluctance to using the second language. There have been suggestions of "mini-immersion" sessions, which might mean a week's total immersion in French followed by a thirty or forty-minute-per-day core program for the rest of the year. Another answer might be to begin extended French very early, followed after a few years by a standard core program of forty minutes a day.

There are many classroom strategies which are known to be effective but which are often ignored. There is no doubt of the importance of the French teacher using that language at all times in the classroom. One-to-one tutoring can also be very effective, and secondary or immersion students might occasionally work with elementary core French students. Francophones living in the community should be invited to speak with the students, and field trips with a French theme arranged. Our children should learn that French is a living language, and the French Canadian culture an important part of our heritage.

With all the research into second-language learning underway today, with all the interesting experiments in core and extended as well as immersion French, there is an urgent need for some coordination of these efforts. As Eileen Sarkar of the Official Languages Commission recently stated, "The advantages of a language center which could bridge the research and information gap in language education are so obvious that one wonders why neither provincial nor federal authorities in their collective or separate wisdoms have seen fit to establish one."[8] Provinces and school boards should be able to take advantage of the experiences of other areas. Research projects should be coordinated so that the results can be compared. All such information should be readily accessible to educators and parents alike.

At the same time, it is imperative that universities, ministries of education, and teachers' associations join in urging education students to attain some fluency in French and a knowledge of second-language teaching methodology. Prospective teachers should be made aware that with today's declining enrolments this would give them an advantage in the job market. Present French teachers must be kept up to date with developments in the field, and should have opportunities to practice and upgrade their French in immersion settings. No matter how committed we are to teaching French in our schools, without competent teachers there can be no success.

Summary

Learning a second language is no longer looked upon as a mental exercise. Communication — the two-way exchange of ideas and opinions — is now being emphasized. Students study French to prepare themselves for future employment, travel, cultural pursuits.

There are educational as well as practical reasons for studying French. Learning something of a second language will give a student a better insight into his mother tongue. He will discover that there are other ways of organizing thought, of expressing ideas. He will have another grammatical system to contrast and compare with his own. Rather than taking time away from the study of English

grammar — the argument of so many opponents of French — second-language learning should enhance the study of the first language.

Being introduced to a second language will make students more interested in and appreciative of people of many cultures. Fostering positive attitudes to the way other people live, think and express themselves has become a major objective of second-language courses.

For all of these reasons we must listen to the advice of William Johnson, Globe and Mail columnist, who recently wrote, "Knowledge of French should begin in the schools, but it never has and it never will, unless the schools are given a strong signal from the outside. Schools reflect all too accurately the society. If we wait on them we'll have the principle of bilingualism and be spared its implementation."[9]

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Check List for Parents

If you want to know more about core French programs in your area, or if you want to initiate action to improve such programs, here is a list of questions you should be asking.

Ask your provincial ministry of education,

1. In which grades is French a compulsory subject? How many minutes must it be taught each week in the compulsory grades? Is there a provincially-developed curriculum?
2. What are the objectives of the compulsory course? Are these stated in functional terms? Does the curriculum include some emphasis on attitudes, motivation, cultural awareness?
3. What is the definition of a French Specialist Teacher? What are the requirements for teachers of French?
4. What is the drop-out rate when the compulsory years are over? In what way is the compulsory program evaluated re amount of French learned? students' attitudes?
5. What are the university entrance requirements for a second language in your province?
6. What does the ministry recommend re French instruction before the compulsory years? In what ways are school districts encouraged to offer additional instruction? What recommendations are made for articulation with (ie. leading into) the compulsory curriculum? What are the current statistics on enrolment in such additional programs, by grade and by school district? Is there a provincially-developed curriculum?

Ask your local French or modern languages coordinator, or another school district administrator,

1. In which grades is French taught? Does this apply to every school in the district?
2. How many minutes per day is French taught? How is it integrated into the general curriculum? Is the course locally developed? What are the specific objectives for the program?
3. What are the qualifications of the French teachers? What do they receive in the way of in-service training?
4. How is the program evaluated for the amount of French learned? for students' attitudes?
5. Is there a problem with articulation with the compulsory program?
6. If there is no program before the compulsory grades, why not?

Do not forget to ask questions at your local school. In some cases, conditions can vary greatly within the same school district.

1. Is French offered before the compulsory years? For how many minutes per day?
2. Who is the French teacher at this school? What are his/her qualifications? Is he/she on staff or itinerant?
3. How is the French program integrated with the rest of the curriculum? How is the teaching of French viewed by the staff as a whole? Is any effort made to bring the subject alive, through field trips, cultural activities, etc.?
4. How much French do the students learn? What are their attitudes towards the subject when they leave school?
5. If this is a secondary school, is French a semestered subject? What is the drop-out rate after the compulsory years?

Questions to ask yourself,

1. Why do I want my child to learn French?
2. What are my personal objectives for a French program? How much French do I want my child to learn? On which should I place more emphasis — oral or written work? Do I want him to learn about the culture as well?
3. For what length of time do I want my child to learn French? In which grade should he begin? How many minutes per week? Where should these minutes be found in the total curriculum?

Did You Know?

- A questionnaire to parents which formed a part of the recent B.C. French Study (July 1978) revealed that about eight-six percent believed French should be taught in the public schools. About eighty-four percent felt instruction should begin before Grade 4.
- Between 1970 and 1979, the percentage of elementary students in the nine provinces other than Quebec who were studying French as a second language rose from 28.4% to 45%. HOWEVER, the instruction time increased only from 6% to 7%.
- Between 1970 and 1979, the percentage of secondary students enrolled in French as a second language classes declined from 55.8% to 40.7% and instructional time was down from 12% to 11%.
- In the past school year, 63.9% of elementary children in New Brunswick were studying core French, while in Saskatchewan the figure was only 5.9%.

Terms Used in Describing French Programs

Core French — The traditional program in which French is taught for one period (ten to forty-five minutes) a day, or several times a week. This may begin at any time from Kindergarten to Grade 9. The objective is a basic, beginning knowledge of the language. Also known as "basic" or "exposure" French.

Extended French — An enriched program in which one or two subjects (eg. math, social studies) are taught with French as the language of instruction in addition to core French. Core French may begin at the same time or precede it by several years. The objective is to give the students working knowledge of French.

Immersion — A program in which French is the language of instruction for all, or almost all, subjects. The objective is a high level of proficiency in French with no accompanying loss in any area of educational development, including first language.

Early Immersion — An immersion program beginning in Kindergarten or Grade 1. For the first few years, all subjects, including reading, are taught in French. English Language Arts is introduced as a subject in Grade 2, 3 or 4, and thereafter the amount of instructional time in English is often increased until a balance between the two languages is reached in the late elementary grades.

Intermediate Immersion — Begins in Grade 3, 4 or 5.

Late Immersion — Begins at Grade 6 or later, sometimes after a core program, but not necessarily. Often after one or two years of eighty-five to one hundred percent instruction in French the program changes to fifty percent (see post immersion).

Partial Immersion — This may begin as early as Kindergarten or as late as Grade 9. Also known as a "Bilingual Program", half of the subjects are taught in French, the rest in English. Reading is first taught in English.

Post Immersion — A secondary school program in which some subjects are taught in French as maintenance for the elementary immersion program.

French in Preschools

Deanna Cazes

With the steadily increasing demand across Canada for more and better French in the public schools, it is not surprising that French has been appearing in nursery schools throughout the country as well. How a group of parents, working with limited resources, started a French playschool may be a typical and repeatedly told story in Canada.

Background

An organizational meeting was held and from among the interested parents, a founding group was formed. The following are the aims and objectives which were adopted by the Burnaby French Language Playschool Society and which could serve as a guide for other parents interested in a French preschool:

1. To provide supervised play and teaching, conducted in the French language for preschool children.
2. To provide opportunities for parents to learn and observe children's needs and behavior in group play situations.
3. To promote and encourage familiarization with the French language and to encourage its use among children.

It is important to realize that the provincial governments have legislation controlling all day care, playschool, preschool, and nursery school facilities, and care must be taken to meet the existing criteria. Write to your provincial Day Care Licensing Board for their information guides. The regulations ensure standardization of the quality of a preschool, but they are very inhibiting in the area of "staff". The teachers in a French playschool must speak fluent French. Potential bilingual candidates for teaching positions in a French preschool usually have not trained in your province and do not have a certificate to teach at the preschool level. Preschool salaries are not high, and often, much sought after bilingual candidates are attracted to better salaried fields during the period necessary to ascertain their suitability. This means more than the usual amount of advertising is required and this is costly for a preschool.

Once the groundwork is completed, the site is inspected and okayed, papers and forms are submitted and approved, and a teacher and an assistant are on contract, the French language playschool is ready to open. In our case, the playschool was housed in a spare classroom in a local elementary school. With enrolments declining everywhere, this kind of space may be more readily available, thus eliminating major construction costs.

Everything vital to preschool activities, including equipment, was made or purchased by the parents, and it was, and continues to be, monthly fees which cover all salaries and other operating costs.

DEANNA CAZES was the founder and first President of the Burnaby French Language Playschool Society. She is presently Chairman of Canadian Parents for French in Burnaby, B.C., and a parent of three children in various stages of French immersion and French playschool.

Administration

The Burnaby Playschool is administered by an elected board of directors and executive. The executive consist of a president, vice president, secretary, treasurer, and teaching staff. The directors are responsible for registration, publicity, hiring of staff, equipment, supplies, field trips, and other matters which arise occasionally. The board meets monthly with the general membership and the teachers in order to plan for and administer to the needs of the school.

Teachers

The number of children enrolled in a preschool determines whether there is both a supervisor and an assistant on staff. The teachers design, control, and teach the program based on specific themes, e.g., *moi, Noël, les animaux,* etc. The classroom domain is the responsibility of the supervisory teacher. The assisting teacher and any parent helpers take their cue from her. The teacher and assistant, in company with one of the directors, should decide generally what kinds of purchases are required, and set a budget before shopping. The teachers know the monetary resources of the school and the kind of material they can best use to become more effective in providing a well-rounded program. We have tried to send two people shopping, usually the teachers. Each month the teacher prepares a parents' reference sheet which includes a vocabulary guide, the theme, current songs, and rhymes. Many anglophone families use the sheet to improve their own knowledge of French and find that assisting in the classroom is an ideal time to practice.

Parents

Most parents of children in the Burnaby French Playschool are English-speaking. If they wish to volunteer their time at the school their role is to enjoy the day with their child and assist the staff by setting out equipment, dressing and undressing children, taking children to the bathroom, etc. Parents unanimously agree that their role as occasional classroom helpers is a desirable feature of the Playschool.

Program

During a typical day, the children have a period of free play during which they may choose from a wide variety of activities which should be made available in any well-designed nursery school program. Each child brings his *tapis* to sit on at circle time for French songs, stories, and some vocabulary games. There is a craft activity to do, and number concepts, colors, days of the week, seasons, letters, and letter recognition to learn, all related to the current theme. In short, they are truly prepared for English or French Kindergarten. Time is spent stretched out quietly listening to French records and all have time together for a snack. More songs follow, and then it's time for some outdoor fun.

Every month an excursion is organized that often can be tied in with the monthly theme. Frequently, a bilingual guide is offered. It is on these trips that the abstract words and concrete forms meld for the children. There is nothing as vivid as *une vache* when you see one, and trips to the pumpkin farm and the firehall are an integral part of teaching methods.

On special holidays there have been puppet shows (depending on the talents of the parents) and local libraries have been very cooperative with puppet shows and films in French.

Materials

The physical setup in a preschool is standard. The following are materials used in the curriculum at a preschool:

1. *Flannelboard* — This is an excellent piece of equipment for retelling classic stories because it is large enough for all to see and the vocabulary can be highlighted pictorially.

2. *Projector and Films* — A projector is an asset! The National Film Board's catalogue can be obtained from regional offices across Canada or by writing to 150, rue Kent, Ottawa, Ont., K1A 0M9, (613) 996-4861/2. They have many excellent French films, varying in duration from two to three minutes to twenty minutes, which are suitable for the preschool child. There are animated films such as *Les Animaux en Marche* and Films with talking animals like *Escapade* and *L'Ours et la Souris*.

3. *Records, Tapes, Tape Recorder, Turntable, Radio, Earphones* — A "listening center" can be valuable in developing audio-language skills and in training the ear. There are many good children's songs, rhymes, and stories on tapes and records. Earphones help children to concentrate in spite of playroom noise.

4. *Books* — Most libraries have children's books in French, and are generally willing to order, within reason, whatever their patrons request. Getting to know the children's librarian is a must. There are also some lovely French books for sale at bookstores but they are often more expensive than similar books printed in English. A permanent preschool library corner should be started as soon as one can be afforded. A few favorite books can be redone with very large pictures to facilitate storytelling to the whole group.

5. *Posters* — They are done by the teacher to teach certain concepts (shapes, numbers, colors). Many excellent posters are available free of charge from a wide variety of sources.

6. *Murals* — These are done by the children to help them to remember theme vocabulary.

7. *Puppets* — One of the teachers used a method called *Louis Lapin* as a clever teaching method. Louis's home was a decorated box which sat on the teacher's knee. He came out of the box and talked to the teacher and the children by either nodding *oui*, or shaking his head, *non*, to questions put to him by the teacher. He could bring things out of the box in his mouth and pass them out to the children. He became one of the friends at circle time.

Curriculum

There is very little curriculum developed for teaching French to English-speaking preschoolers. Most teachers have adapted into French the ideas they get when training in English to become a preschool or day care supervisor. Although this is not ideal, it is the situation at present, at least in B.C. It is hoped that an

appropriate curriculum guide for preschool supervisors will result from a series of workshops and seminars being coordinated by the Burnaby French Language Playschool. Any ideas for preschoolers in art, music, literature, puppetry, science, action songs and games could be forwarded to the National Office of Canadian Parents for French. The Burnaby Playschool will try to incorporate all suggestions in their curriculum guide when it is printed.

Monthly themes have been used with success. Starting with *moi* and *ma famille* in September, the child learns the identifying vocabulary for the most important people and things in his life, until by spring he has learned about *la maison, l'épicerie, la ferme, les fruits, les légumes, Noël, l'hiver, le printemps, Pâques,* etc.

Conclusion

Preschool provides little ones with an opportunity to play, learn, and socialize with their peers in a flexible environment. A French preschool provides children with the additional opportunity to learn to recognize the sounds of words in another language. Thus, they learn to listen with their eyes as well as their ears. Three and four-year-old children are responsive and enjoy hearing songs, stories, rhymes, and playing games. A second language, introduced to children at this age is learned directly — not through the cumbersome method of translation which most adults must rely upon. When languages are learned early the most native-like pronunciation can be achieved. For most anglophones families, there simply is no other effective way of producing a bilingual child except through school. Don't expect miracles. Children hear first, understand second, and speak third. Preschool is only the beginning.

French preschool offers French-speaking children an environment in which extra value is placed on their mother tongue in an overwhelmingly English-speaking society. The francophone child is the first to become bilingual. He is unilingually French only for as long as he remains at home. Once he starts to play in the neighborhood he learns English so rapidly that often parents have difficulty encouraging him to continue to speak French at home. The Burnaby Playschool children speak English during their free play period, but the teachers' language of communication is French. French is the language of stories and songs. The child's own French heritage is given a place of importance. Playschool serves a vital need in emphasizing and underlining what francophone parents wish to preserve.

A French preschool offers children a wide and varied program designed and suited to the interests and capabilities of preschoolers. Children accept French very naturally and find it is fun. Perhaps one significant side effect of a French preschool is that the child forms his own positive opinions about the language and the people from firsthand experience with his peers and under the guidance of his teachers.

Most children who have attended our preschool continue with French in public school. Many are now able to enter French immersion Kindergartens. There is a great deal of satisfaction in knowing that these children will grow up unable to remember a time when they did not know both of Canada's official languages.

* * *

The following list of books to be read to preschoolers — *en français* — was compiled by Janet Inman for the Burnaby French Language Playschool Society in 1977.

Comptines traditionnelles du Canada Français.
- illustrations by Michèle Leclerc, etc.
- short traditional songs of French Canada.
- collection littérature de jeunesse, Leméac, 1974.

Mon premier alphabet.
- Gérard and Alain Grée.
- collection Farandole, Casterman, 1972.

Dans le ciel.
A la plage.
Sous la terre.
Sous la mer.
A la cuisine.
En ville.
- collection *"ouvre l'oeil" pour t'amuser et pour apprendre.*
- éditions Granger Frères Limitée/Gamma, 1973, 210 ouest, boul. Crémazie, Montréal, 389-3561.
- there are four other titles in this series.

Patrick et Sophie en fusée.
- Monique Corriveau.
- éditions Heritage, Montréal, 1975.
- édition Jeunesse, Québec has other books by the same author.

Un drôle de petit cheval.
La surprise de Madame Chenille.
- Henriette Major.
- éditions Leméac.

Alphabêtes.
- Madeleine Chapsal.
- éditions Fleurus.
- this book is very good for teaching letters and animal names

M. Crapaud invite M. Rat à dîner.
M. Rat accepte une invitation.
La méchante vache.
Le petit poussin noir.
- Robert and Gordon Davey.
- Chatto and Windus, London, England, 1970.
- there are other titles in this series.
- there are English translations of these books as well.

Mon premier livre à lire (My first reading book).
1. *Le lièvre et la tortue* (The Tortoise and the Hare).
2. *Le petit chaperon rouge* (Little Red Riding Hood).
• éditions de coqs d'or, Paris, 1973.

Mon premier livre à compter (My first counting book).
1. *De 1 à 5* (From 1 to 5).
2. *De 6 à 10* (From 6 to 10).
• éditions des deux coqs d'or, Paris, 1973.

Popular fairy tales and animal tales such as *Sleeping Beauty, Hansel and Gretel, Little Red Riding Hood, The Magic Tinderbox*, etc., are available in many different collections. Seek advice on French editions suitable for preschoolers from librarians, teachers, booksellers, and friends.

A Francophone Point of View

Jacqueline Neatby

Throughout Canada many English-speaking parents want their children to acquire French as a second language and to have a chance to get acquainted with the history and culture of French-speaking Canadians. Attending a French-language school — "immersion" in the language of the pedagogues — is seen by many as the most effective way of achieving this goal. Since French-speaking Canadians also want French-language schools, these same English-speaking parents sometimes conclude that by joining forces to obtain such schools or by sharing those which already exist, both groups would benefit and so would the country.

French-speaking Canadians are heartened by any recognition given to their language and their cultural identity. However, they are disturbed at the prospect of sharing French-language schools with their English-speaking compatriots. It is not that they want to rebuff them or isolate themselves from them. The problem as they see it, is that the one school cannot serve two masters. A school which effectively teaches French to English Canadians cannot provide the kind of education which French-speaking Canadians need.

English-speaking parents want a French-language immersion school in which their children may learn French as a second language. This may be difficult but it is a straightforward goal. They can assume that their children's first language, English, will remain secure. They need have no fears about this, not only because such a school can include some teaching in English, but because the language of their homes will continue to be English and above all because the language milieu everywhere in Canada outside Quebec is predominantly English. Thus they can remain "English Canadians" and will be able to contribute to the creativity and vitality of that community. English Canadians want a school which will teach their children a new skill — a second language — and not a school which will transform them into French Canadians.

French-speaking Canadians, on the other hand, want a French-language school which will graduate "French Canadians", i.e., persons who can contribute to the creativity and vitality of the French-speaking community. To understand the kind of schools that they need and the importance which they attach to these schools, it is necessary to understand how the language and cultural milieu in which they live affects them. For the French-speaking Canadian, learning his second language, English , is relatively easy because he lives in a predominantly English milieu and the English language permeates the very air he breathes. But French, his first language, is constantly threatened by the overwhelming presence of English and often totally engulfed by it. Hence he finds himself constantly struggling to protect his mother tongue against his second language.

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The pressures of the English language are powerful throughout Canada, even in areas such as Ottawa where there is a large concentration of French-speaking Canadians. More often than not, institutions central to every citizen's security and well-being require a knowledge of the majority language: health services diagnose and prescribe in English; social welfare agencies dispense their aid in English; provincial civil servants apply regulations in English; courts interpret the law in English. Whether sitting in a restaurant, taking a bus, or asking directions, a French-speaking Canadian is more likely to get a reply if he speaks English. Even more important, English is the language of the work world and French-speaking Canadians are driven to learn it by that most powerful of incentives to language learning, the need to earn one's daily bread. English is not only the most dominant, it is also the most prestigious language. For most French-speaking Canadians, authority speaks English, while poverty speaks French. Their mother tongue suffers by comparison and even for them English tends to become the normal language of communication.

If a French-speaking Canadian is to know French well, it is not enough that he should learn it at home as his mother tongue. Language must develop as a child grows, because as children acquire a wider range of experiences and more sophisticated ideas, they must also develop the vocabulary and syntax to put their thoughts and feelings into words. The language of a child in the mouth of an adult is little better than baby talk. In a milieu where English is the dominant language, French-speaking Canadians must struggle constantly to retain and develop their first language. For them eternal vigilance is the price of bilingualism.

This explains the importance which French-speaking Canadians have always attached to their own French-language schools. The school is the only institution outside the home which can provide a French milieu. For most French-speaking Canadians, the way to become bilingual is to study English as a subject but to have French as the language of instruction in all other subjects. They do not have to worry about acquiring fluency in English. English Canadians are often skeptical about this because they do not appreciate how pervasive the English language is everywhere in Canada, even in Quebec. Fortunately there is direct evidence on this point. The Royal Commission on Bilingualism and Biculturalism gave two tests of English comprehension — a listening test and a reading test — to francophone students in Ontario who had taken all of their elementary and secondary schooling in French. Their only formal exposure to English had been to study it as a subject. These students, however, had scores on these tests which were only slightly lower than the scores of Grade 12 anglophone students for the same tests. What this means is that French-speaking Canadians do not need to be immersed in English at school because they are constantly exposed to it elsewhere. They can therefore attend French-language schools and still emerge as bilingual graduates. At the same time, a French-language school where French is not only the language of the classroom but also of the extracurricular activities, can provide a milieu which gives French the firm base which they need. Without the support of this milieu, bilingualism for them is nothing more than the first step towards assimilation. French-speaking Canadians have argued along these lines for decades, struggling adamantly either to retain their French-language

elementary schools or to have some established. The same argument applies to secondary schools now that secondary education has become universally desirable.

The experience in Ottawa where, since 1969 there are publicly supported French-language schools at both the elementary and secondary levels, illustrates concretely the difficulties which arise when English-speaking students are admitted to schools designed for French-speaking students. The most obvious difficulties arise in the teaching of French and English as subjects. Obviously these languages must be taught differently to French and English-speaking children who begin school with such different language backgrounds. Even the teaching of other subjects is affected by the presence of too many anglophone students. The teacher is not able to ignore their difficulties with the language and has to repeat or even translate for their benefit, every step of the way. For academic reasons alone, English-speaking students should only be admitted to regular French-language classrooms after they have already acquired sufficient knowledge of French. Even then, their cultural backgrounds impose some constraints on the teacher. For example, a teacher may hesitate to assign a project which supposes easy access to French-language daily newspapers. It is difficult to design projects for students whose homes reflect the resources of different cultural groups. In such a situation, the tendency is to avoid the problem by making limited demands, thus weakening the academic standards of the whole class.

This is particularly serious because the French-language schools of Ottawa have so many other problems which affect academic standards. The elementary schools have yet to make up for years of financial deprivation and hence have to improve such basic resources as libraries in order to meet contemporary expectations. They also have to develop new services which require the training of francophone teachers and specialists with new skills and perceptions, such as those required for the early detection of learning disabilities. In a province where professional training and the supporting health and social services are offered in English, this task is doubly important and difficult.

As for the French-language secondary schools, they are a recent development and a great deal must be done before their resources can match those of the English-language high schools. A curriculum has been developed but needs to be tested over a period of years to ensure that it meets the needs of French-speaking students. A great deal of effort is needed to prepare the necessary textbooks and teaching aids in French. An intensive effort must be made to train a sufficient number of well-qualified teachers to improve the quality of the French spoken by both teachers and students. This represents a great commitment of energy and resources. If these schools have to adapt to the needs of anglophone as well as francophone students, the difficulty of raising academic standards will be compounded.

Above all, it must be remembered that French-speaking Canadians need a school milieu which reinforces and strengthens their language and culture. The school is more than the sum of its classrooms. The language of the halls, playgrounds and school clubs is also vitally important. The experience in Ottawa has been that most anglophone children revert to English for all conversations and

activities outside the classroom even when they are admirably competent in French. In such circumstances, francophone children do not resist the call of the dominant language and hence spend a good part of their time at school speaking English. If a significant number of anglophones are present in a French-language school — as many as one quarter or one third — English displaces French almost completely. The school as a French milieu is thereby unintentionally subverted.

From the French-speaking Canadian's point of view therefore, the ideal arrangement is to have two types of French-language schools, one designed to meet the needs of anglophone students whose parents want them to learn French, and the other designed to meet the needs of francophone students. In many communities across Canada, English-speaking parents already have the option of sending their children to French-language immersion programs at the Kindergarten and elementary school level. In Ottawa, there are many French immersion schools at the elementary level. But what is the next step? One possibility is a bilingual program at the secondary level to maintain and develop the acquired language skills. Such a program already exists in some Ottawa schools. Even in English-language secondary schools, it is clear that when French is taught as a subject the level at which it is taught should be adapted to meet the needs of the students who have graduated from the immersion programs.

The ideal for French-speaking Canadians remains a system of both elementary and secondary French-language schools to meet their distinctive linguistic and cultural needs. This is the system which is being developed in the Ottawa area. In many communities outside Quebec, however, this ideal is out of the question because there are not enough French-speaking students. And yet, French-speaking Canadians everywhere have the same intense desire to protect their language and foster their culture. They are strongly tempted to ask for French-language schools of their own even in communities where they cannot realistically sustain a modern system of education. Ironically, it is in these areas that the need to ensure their survival is greatest. They will therefore have to surmount their fears of assimilation and accept the necessity of compromise. The result will fall short of the ideal, but surely in many cities and towns across the land something better than English-language schools can be provided.

It is in these communities that French-speaking parents can join forces with English-speaking parents who want their children to learn French. Together they can press for the establishment of schools which will best serve the interests of both. In such situations, it is important to begin with a realistic concept of the distinctive needs of each group. If the ideal has to be diluted it must be done without sacrificing the most nourishing ingredients. English-speaking parents will find that the French-speaking students strengthen the linguistic aspect of the school, and in turn should be prepared to make some concessions on the cultural side. French-speaking parents on the other hand, will not get the ideal linguistic and cultural milieu for their children but they will at least have French-language schools where the French Canadian identity is not overlooked.

Even an ideal school system will not resolve all the problems of our cultural duality. English-speaking Canadians should remember that most French-speaking Canadians know the importance of English in their lives and in the lives of their

children — they are not ostriches. Nonetheless, they will always worry about the threat to their linguistic and cultural identity. These threats are inevitably associated with being a minority in Canada, indeed in North America. In recent years, some French-speaking Canadians have concluded that it is impossible to remain a minority group and still survive. They would therefore like to make Quebec a separate state where they will be a majority. For others, remaining in Canada becomes acceptable only if the difficulties of being both a francophone and a Canadian are more widely recognized. If enough English-speaking Canadians learn French and, what is more important, learn what it means to be a French-speaking Canadian, the difficulties will at least be less daunting and the alternative of political separation will be less attractive.

French for Your Children: How to Get What You Want!

Judy Gibson and Janet Poyen

This article is one of the projects undertaken by members of Canadian Parents for French (CPF) in order to share information with others throughout the country. It does not list hard-and-fast rules, but does give suggestions for action based on the experiences of many parents over the past several years.

Know What You Want and Why

There is no "correct" method of teaching a language, and no magic time to begin. That is why across Canada and within each province, many different methods of French-language instruction are in use. Core, extended, and immersion programs vary greatly as to the grade level at which instruction in French begins and amount of time devoted to French.

You must determine what will work best in your community as well as what would be best for your child. Therefore, the first step in getting what you want is to learn as much as possible about the various approaches in order to make an informed choice. What are the *pros* and *cons* of each? What level of fluency do you wish your children to achieve? Will the community support the program you want?

Where to Get Information

An excellent source of information is *The Canadian Modern Language Review*, especially the November 1974, November 1976, February 1976, May 1976, and February 1978 issues. The first two are now out of print but you may be able to borrow them. The last three are available, compliments of the Department of the Secretary of State, Canada, by writing to The Editor, The Canadian Modern Language Review, 4 Oakmount Road, Welland, Ontario, L3C 4X8.

The pamphlet *Teaching and Learning French as a Second Language — A New Program for Ontario Students* summarizes the results of a yearlong study known as the Gillin Report. It is available from the Ontario Ministry of Education, Communication Services Branch, Mowat Block, Queen's Park, Toronto, Ontario, M7A 1L2.

Discuss the subject of French-language instruction with people who are already informed. Approach your French coordinator or a local French teacher for any information he may have or for literature that you may borrow. Get in touch with the CPF director in your province who will be able to supply you with information pertinent to your local situation: provincial research and statistics, contacts in other school districts, names of other CPF members in your area. The CPF

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newsletter will keep you up-to-date with trends and developments in French-language learning opportunities across Canada.

Find out as much as you can about funding. For many years the Federal Government has provided funds to the provinces to help develop and support French-language programs. The September 1978 issue of the CPF newsletter explains this grant system. If your provincial director cannot supply you with more information, write to the Department of the Secretary of State, Language Programs Branch, 15 Eddy Street, Terrasse de la Chaudière, Hull, Québec or your provincial Ministry of Education.

Know Your Case

After all this reading, you should have your goal clearly formulated. You will have discovered, however, that issues in language teaching are not cut and dried. There are problems involved with each of the methods. You must be prepared to discuss these problems and provide answers to a great number of questions. Parents will ask: What about the children's English? What about children for whom English is a second language? Is this program only for bright or gifted children? Will they learn Parisian or Canadian French? Why not teach German, Spanish, Ukrainian, Chinese instead?

If your goal is immersion, you will face these questions and more: Isn't it better for the children to learn English first? Can they learn math in French? Will they be behind other children of the same age? How can I help my child with his homework? What happens if we move or the program is discontinued? Are the teachers qualified? How large should the classes be? What about transportation? What happens if some children need remedial work? Should a child with a learning or speech handicap be in immersion?

You will meet questions of an administrative nature as well. Be prepared to discuss cost. French programs are not necessarily expensive, especially with federal funding, but are often made to appear so. If you are told that immersion is just a fad, cite the history of the program as well as the current statistics. Find out from your CPF director and local French coordinator what is being done to train and obtain French teachers for your province. Be prepared for questions on evaluation (of student, teacher, and program), attrition, and curriculum.

Attend school board meetings regularly to learn of problems within your district which might affect your case. For instance, decreasing enrolment means that fewer students will be available in the future to enrol in an optional program. The school board may be concerned at the thought of hiring new teachers at the expense of present staff. Increasing enrolment, on the other hand, may mean a lack of classroom space and "too many" applications for the program.

Your CPF director may be able to share with you the solutions arrived at by other parents in your province, but you will have to learn about and deal with the local situation yourselves. If you are well-informed, you will be able to anticipate the questions or objections and have your answers prepared.

A Little Planning Goes a Long Way

Knowing the answers is only the beginning. It is possible for just a few

hard-working, dedicated parents to effect important changes within a school system, but they must be organized, thorough, and patient.

Formulate a plan of action, including a timetable. Whether you create an executive or a steering committee, spread the work load and establish specific responsibilities. Each person should know what he is expected to do, why it is important, when it is to be done, and to whom he should report.

Consider the human resources available to you. Are any community leaders willing to lend their support? Can you have experts in the field of language learning come to speak on the subject? Are people, who have had children in a similar program elsewhere, willing to discuss their experiences? Do you have a good typist in your group? Is a housebound mother able to do phoning? Who might be good at writing publicity releases? Is there an artist to make posters?

Will you need funds to cover items such as mailing, photocopying, and public meetings? Find out if financial assistance is available through the provincial organization. Otherwise, you may have to consider membership fees, donations, garage sales, etc.

Be sure at all times that your individual efforts are coordinated. Disorganization and poor timing can defeat you before you have begun.

Greater Numbers Mean Greater Influence

Your chances of succeeding are better if more people support your cause than are actively opposed. If your goal is an optional French program, you must convince the school board not only that many parents are interested now, but that enough will be willing to enrol their children in the future for the program to continue. If you want compulsory French instruction, you will need to show that a great number of parents in the district want it and that the program would be beneficial for all students.

You will have to use every method at hand in order to convince others of the benefits of the desired program. Personal contact is always the most effective way of generating interest. Every time there is a meeting at your child's school, talk about French. Discuss the exciting things that are happening elsewhere, and ask why they cannot happen in your area. Talk with your friends, your neighbors, the members of any club or organization you belong to.

Ask to speak to meetings of other organizations in the community. Preschool parents' groups, P.T.A.'s and Parent Advisory Councils, University Women's Clubs, service organizations, even the local Junior Chamber of Commerce should be interested in hearing about an educational issue. The speaker should be ready to answer questions after a well-prepared and enthusiastic presentation. He should provide CPF literature or a locally-produced resumé for each member of his audience to take home and read later.

At some time you may wish to hold a meeting yourselves. Establish a specific objective and then plan carefully. Prepare an agenda, allowing time for questions. Place someone in charge of each aspect of the evening, from making coffee to acting as chairman. Be sure each speaker is clear as to his topic and his time limit. Make arrangements for necessary visual aids. Try to provide adequate and comfortable seating, while keeping in mind that a few people in a large room

makes a poor turnout seem even less impressive. Provide take-home literature. Remember that a smoothly run meeting will help assure people of your sincerity. It will provide a good forum for the speaker to get across his message.

Parent groups in many areas have shown others how easily children can learn a second language by instituting various out-of-school programs. Many communities now have French preschools. Many libraries have story time or puppet shows in French for young children. The YMCA-YWCA in some communities has services in French, even where there are no French minority groups. Swimming, yoga, or macramé can all be taught in French. Some recreation centers offer craft courses or preschoolers' drop-in hours in French. The more people who are involved in these types of activities, the more who will want effective French programs in the schools.

Effective publicity will become very important to you. Try to interest a local reporter in your cause, and ask him to run a feature story on the type of French program you want in the schools. If necessary, write the story yourselves. Persuade your local radio and TV or cablevision stations to give you similar assistance. Again, your CPF director can let you know what has been done in other communities, documentation of which might be available for your use.

Learn how to write a news release. Find out the copy deadlines for weekly newspapers and send in your release a few days in advance. Provide items of real news value, with interesting angles. Remember to cover who, what, where, when, and why. Be brief and concise, using simple language. Have the release neatly typed, double-spaced. After clearly typing "END", give one or more contacts with complete names, addresses and telephone numbers for follow-up.

Advertise your public meetings and out-of-school programs in every possible way. Have announcements on cable TV, radio bulletin boards, and newspaper listings. Ask principals to include them in school newsletters. Ask preschools and day care centers to distribute notices to parents. Place posters in store windows and on public bulletin boards. Mail personal invitations to key people, such as members of the press, community leaders, school trustees. But never forget that word-of-mouth is usually the most successful method.

In your effort to convince others of the benefits of a French program, be positive and enthusiastic, but try not to antagonize anyone. Do not expect everyone to be convinced, and do not expect all those who are convinced to be willing to work actively for your cause. If it is necessary to reply to opposition, whether verbally or in print, be calm and offer only facts. Always be courteous.

You will have to obtain physical evidence of support for the desired program. A petition should be carefully worded. Find out whether your school board will accept signatures of both spouses or just one. You may want to have one petition indicating community support and another listing parents who are ready to enrol their children in an optional program. One recently successful group of parents carefully enumerated children ready to enter an early immersion program beginning at both Kindergarten and Grade 1. They also listed children who would be enrolled in subsequent years.

Gather names at every possible opportunity. Follow up every contact with a request for a signature and a suggestion of membership in CPF. Names mean votes.

Get the Administration on Your Side

By regularly attending school board meetings, you will have learned the facts about your school district — its problems, strengths, and weaknesses. You will also have learned to what extent the trustees depend upon the advice of the administrators, and who among this latter group are most influential. Of course, it is almost essential that you have the French coordinator supporting you. But if you also have the senior administrative staff on your side, more than half the battle is won.

These are the educational experts. They should be familiar with the research findings and the grant system, but quite often are not. Information should be given to them tactfully, with as much supporting documentation as possible. They should be swayed by the educational arguments. Be careful that they do not get hung up on administrative difficulties. They are hired to deal with any such problems that may be created.

Before each interview, know exactly what authority the administrator has. Be prepared with facts and sound arguments. Express yourself with confidence. Be willing to admit that some points may not be in your favor, but assure him that in the long run you are right. Remember that he has other problems to contend with, so be thorough but brief. Follow up with a letter summarizing your case, offering any further information he might request, and thanking him for his time.

To keep them thinking about your request and to further illustrate your determination, you may wish to provide key administrators with complimentary copies of CPF newsletters and *So You Want Your Child to Learn French!* Do not expect them to support you immediately. Be patient, helpful, and persistent.

The Trustees Have the Final Say

Ultimately, the decision to offer a French program will be made by the elected trustees on your local school board. These are the most important people to convince.

Timing may be very important to the success of this effort. When are school board elections? Trustees about to run for re-election will probably not want to make a controversial decision. When is the budget discussed and finalized? If your request will involve the hiring of extra teachers or other expenses, it will have to be included in the next year's budget. What are the deadlines for grant applications? Be sure to give the school board enough time to consider your request and make a decision before these deadlines are past.

Prepare a written brief. This should be concise, but could be accompanied by supporting documents (again, *So You Want Your Child to Learn French!* and CPF newsletters). Ask your director for copies of briefs by other groups.

A typical brief might include an introduction, stating who you are, what you are requesting, and why; supporting evidence, including research findings and information on funding; recommendations, or a short summary of your request; a list of references; and a copy of your petition and the collected signatures. Include names, addresses, and telephone numbers of at least two members of your group. A neat, double-spaced copy should be provided for each trustee, the senior administrator, and the board's secretaria'.

Find out the procedure for presenting a brief in your district. Typically, the petitioning group will write a letter to the chairman of the board requesting permission to present a brief. When they have been given a place on a future agenda, they write to confirm the appointment, enclosing the copies of the brief for the trustees to study in advance. At the appointed time, a spokesman reads the brief to the board and answers any questions from the trustees. If the subject has been discussed with the administrators previously, they may be in a better position to answer accurately any questions put to them by the trustees. The spokesman should present your case with enthusiasm, courtesy, and brevity.

Rarely will a school board come to a quick decision on a major, perhaps controversial, issue. After making your formal presentation, continue in your efforts to convince the trustees that the benefits of the program outweigh any possible problems. If they request a committee to investigate the matter further, urge that parents be included.

Talk to each trustee individually. Remember that he cannot be expert in every area of education, so offer to answer any questions he might have. If he is against instituting the desired French program, try to find out why. Do not let him get away with generalities; force him to make his objections specific. If you are well-prepared, you should be able to counter each specific objection. Use examples from other districts and research findings. Be sure he understands the grant system. Try particularly to convince the key trustees, so that they might influence the others.

If enough people in your area want a particular program, sooner or later the trustees will have to provide it. If they consistently vote against it, wait for election time. Trustees do not serve forever, and they must be re-elected.

So You Think You've Won — Don't Stop Now

Congratulations! Next September your children will be learning French. Heave a well-earned collective sigh of relief. However, do not think the work is over. You will want to ensure the continued success of the program you worked so hard for.

Continue to attend school board meetings. The trustees and administrators will appreciate that your "special interest group" is willing to look at the whole picture. Present yourselves to them as knowledgeable in the field of French-language learning, people to whom they can go for information and with whom they can discuss difficulties rationally.

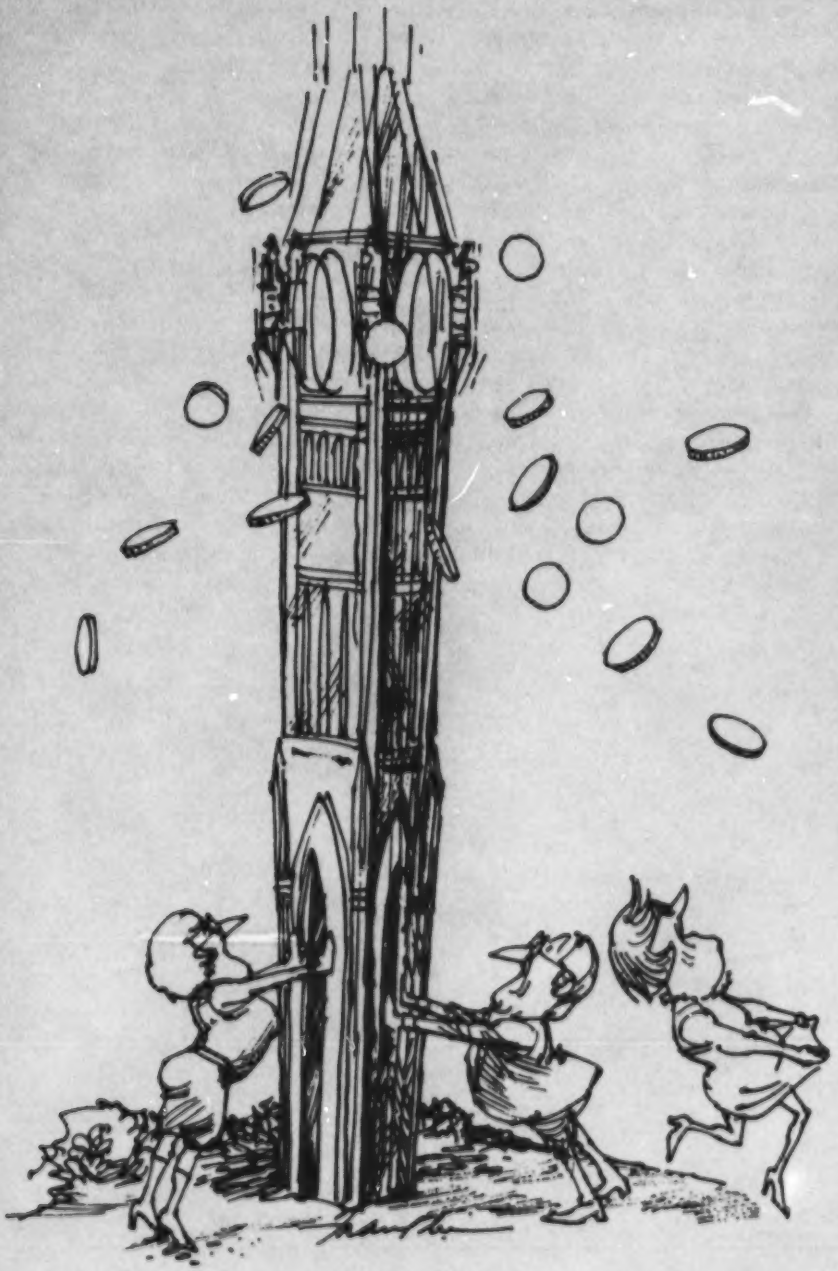
Monitor future plans for the program and learn of other developments in the district which may affect it. For example, in some areas over-enrolment for early immersion classes has become a problem, with first-come, first-served, or lottery systems used to eliminate "extra" students. In other districts, planning has been done one year at a time, so that early immersion students are about to enter secondary school and no one is sure which subjects can and should be offered in French. In still other communities, an early evaluation of the program has not been done, with the result that improvements have not been made where needed. By anticipating such problems, you can help to avoid undesirable solutions.

Some school boards are loath to "advertise" a controversial optional program, no matter how successful. It may fall to your group to explain it every year to new parents so that they can make an informed choice for their children.

Many principals and teachers know no more than the public about current French-teaching methods. Some will even advise parents not to put their children into a French program. You will have to devise methods of combatting ignorance everywhere. In fact, public relations may become your main chore.

Community activities in French were mentioned earlier as methods of getting parents and children interested in learning French. Now you will want to provide opportunities for the students in the program to practice and enrich their vocabulary. Ask your library to provide French books for the children. Look into summer camps and after-school craft classes to be held in French. In many areas the local francophone organization cooperates with CPF members in getting such activities started.

Your group may now wish to become more formally organized. Certainly you will want to increase the size of your CPF chapter. The larger this membership is, the stronger the voice will be, not only at the local level, but also provincially and nationally. You will want to join other chapters in supporting and advising your provincial director. Issues such as teacher training, curriculum development, and funding for programs must be dealt with at the provincial and national levels. Each, however, directly affects French language-learning opportunities locally. HELP US TO HELP YOU!



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French Immersion: How To Keep It

Mary Lou Morrison

Is French immersion available in your area? Parents are excited. French immersion classes have finally started in their school district, on a small scale perhaps, but at least some classes are underway. Can you now relax? The administrators have everything in hand. No need to worry. . . .

Think again! Nothing as controversial as French immersion can be taken for granted. Picture yourself as an "administrator" or even as an elected school board member. Would you continue supporting a program which generated adverse reaction from English-program teachers, teachers' unions or federations, and perhaps backlash from uninformed groups of people? Would you, for example, want to be involved in a program which required continuous curriculum planning and evaluation (for student and teacher), difficult timetable adjustments, and transportation hassles? Would you want the board to be accused of having unjustified financial priorities? Administrators and trustees can be swayed by a profusion of negative criticisms and pressures.

Unless there is another concerted voice effectively presenting positive opinions, it is quite likely that you will lose your local French immersion program. First, French immersion may cease to be a priority of the board; then the program may deteriorate in quality and availability; and finally, come to an end.

Parents can preserve French immersion by becoming that **concerted, unified, positive voice.** They should be prepared to get involved in, or even organize a representative group of parents. In our area we have a parents' advisory committee composed of one parent from each of the early immersion classes. This person is selected by the parents of the children in each class.

Parents must try to become well-informed of the facts by seeking answers to the following questions:

1. How much does French immersion cost our school board?
2. What grants are available from the Department of the Secretary of State?
3. To what extent has our board benefited from the federal-provincial funding agreement regarding second-language programs?
4. What does the transportation of French immersion pupils involve?
5. Where did the initiative for an immersion program originate: from trustees, from administrators, or from parents?
6. What are the advantages of the program in addition to second-language fluency?

Parents should make every effort to work with the administration. A strong go-between is vital and the French program coordinator is the natural link. Let the administrators and trustees know that you like the program, and that you are

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pleased with the children's progress. Indicate individual and group support to the board. Invite school board representatives to parents' meetings and children's concerts. Establish active lines of communication with school board members and attempt the same with a francophone community if one exists in your area. Express your continued support to the teachers. Be prepared to learn board procedures, and how policy is introduced and adopted, by attending school board meetings. Are policies regarding French immersion clearly stated and readily available?

Perhaps French immersion is still a pilot program in your community. If so, be ready to show your wholehearted support of the program when the board faces the question of whether or not to authorize the program as a regular part of the school system. There are many very important considerations to be studied by the board members in making this decision. The mere fact that your program has been an unquestionable success will not be an automatic guarantee of its continuation. Unless the educational value and parental satisfaction are strongly stressed at this time, difficulties associated with the French immersion program might appear to outweigh the advantages.

A board meeting is sometimes conducted such that opportunities for the public to speak may not occur until the end of the meeting, or even not at all, thus resulting in confrontation and frustration. We have found the greatest satisfaction results from a meeting between the curriculum committee of the board and an equal number of parent representatives. This type of meeting facilitates the exchange of ideas and information and can be initiated by a parental request. It has also proven, in our experience, to be effective, and is welcomed by both parents and trustees.

In summary, to help keep French immersion, our experience suggests that parents

1. Establish a well-organized parents' representative committee in order to keep parents informed. This should preferably be done with the encouragement and "blessing" of the French coordinator.
2. Establish a strong bond of trust with the French coordinator. However, parents must realize when not to involve the coordinator and that certain decisions should be made without seeking the opinion of anyone in the administration.
3. Strive for excellence in free-flowing communication lines among parents, between parents and teachers, administration, and school board. It will get rough as the changing numbers of students in immersion programs put pressure on professional administrators and communities.
4. Use the press to voice their concerns and enthusiasm.
5. Write letters to school board members and superintendents.
6. Select at least one or two key parents "conscientized" to potential problems and solutions due to direct linkages with the national organization of Canadian Parents for French.
7. Become well-informed of the second-language funding policies of the Department of the Secretary of State.
8. Keep themselves and all other parents informed of the facts and research available on French immersion, e.g., CPF newsletters.

9. Convene monthly meetings of a parents' committee to plan extracurricular activities, to plan the monitoring of administrative activities, and to organize support for classroom-teacher creativity.

Are we convinced that parents have the right to a say in the education of their children? Are we confident that French immersion is an excellent program which has much to offer to our children? If the answer is "*yes*", then we can support the continuous task of "keeping it" with determination and a deep commitment.

Administrative Problems of Early Immersion

W.R. McGillivray

This paper will attempt to summarize some of the administrative problems that have had to be solved or accepted during the nine years that the author has been responsible for early immersion programs. In no sense is this an attempt to discourage boards from beginning early immersion programs, but merely an effort to forewarn them of the likely consequences of a decision to offer such a program.

The main source of problems arising from early immersion is, paradoxically, its almost certain success. From its first beginnings in private schools, through St. Lambert, Ottawa-Carleton, Toronto, Winnipeg, Edmonton, and to every part of Canada, the story of early immersion has been one of remarkable and consistent success, whether measured by careful research or simply by the enthusiastic report of parents.

Thus in choosing a location for beginning early immersion, a board should expect growth. This may mean that a school with a Kindergarten intake of fewer than fifty may not be a logical choice even if the parents in that school's attendance area have been instrumental in convincing the board to offer the program. If the usual pattern continues, the English-program classes will be so small that they will almost certainly be economically difficult and educationally questionable. The board will then have to decide whether to subsidize these small classes or alternatively, to direct English-program children to a neighboring school — not an easy decision to make!

A board has two possible solutions, realizing the almost certain consequences of beginning immersion in a relatively small school. It might select a large elementary school with a Kindgergarten intake of a hundred or so and hope that a normal split of immersion and English will maintain the English program, or it might select another school with a relatively small and declining enrolment and designate it as an immersion center. This means that all those enrolled in immersion in the general area of the center will be directed and transported to it, and the few wishing a regular-English program in the attendance area of the immersion center will be directed elsewhere. This is still not an easy decision but it at least is clear from the beginning and does not mislead anyone. From the immersion viewpoint there are some very real advantages to the immersion center with respect to staffing, programing, and budgeting. The immersion center may be the better decision for both programs.

Having decided on the location, a board must ensure that it has the appropriate staff and the program to implement immersion successfully. In addition to the teachers directly involved, the immersion school will require a principal who can supervise the staff and the program, that is, a principal with a high level of competence in French. As the program expands, there will be an increasing need

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for board consultative staff to select teachers, to develop and adapt programs, to arrange in-service training, and to assist in evaluating the results of the program. Since most boards, in a time of teacher redundancy, are unable to hire outsiders for some of these positions, they may have to consider seriously some intensive and extended language-training programs for incumbent staff.

Training programs for early immersion staff are now more readily available than they were a few years ago. A board now has a choice and should give appropriate staff time to investigate the various possibilities. Whatever the choice, it will cost money: for texts, for workbooks, for teaching material, audio-visual equipment, classroom-teaching aids, and additional library books. The word "additional" is precise here, because most of the English books normally found in elementary school libraries and classrooms will still be required. The children in immersion are, after all, anglophone, and will be encouraged to read whatever interests them in either language, especially after English is introduced in Grade 2 or 3.

Many of these start-up costs are one-time costs but a board budget must recognize that an immersion school will require a special allocation of funds for each new grade as the program continues. If the school also has the English program, the principal must be given sufficient resources to support both programs adequately. He may also have to be given extra staff for small classes, either immersion or regular, that almost inevitably result. Immersion and regular classes cannot, of course, be combined, and therefore a principal must maintain small classes that he could normally even out by cross-grading. Nor can immersion classes up to about Grade 3 be very easily cross-graded because of the relative uniformity of ability in French and because of the complication of the period of English instruction that begins in Grade 2 or 3.

The principal will also face some incompatibility problems in locating his immersion and regular classes, particularly if his school has the open concept. Kindergarten immersion children must tune their ears to the sounds of French as quickly as possible and this "tuning" would be difficult if a class in English were being carried on at the other end of the double Kindergarten.

His timetable may also be tightened up by the dual programs. If he has managed to afford specialist music, physical education, or remedial teachers, he will find that they cannot generally be used for the immersion classes which require these specialties in French. As the program expands, he will find it more and more difficult to maintain these specialists to serve a dwindling program and equally difficult to afford similar bilingual specialists to serve the immersion classes. Beginning in Grade 2 or 3, the hour a day of English instruction for the immersion classes further tightens up the timetable.

Staffing his immersion classes may be among the most difficult of the problems facing the principal of an immersion school. Finding immersion teachers is not impossible but experienced immersion teachers are still very rare birds. The principal may have a choice of a core French teacher trained to teach French as a second language but lacking experience in regular classroom teaching, or a francophone teacher trained for classroom work in French-language schools with no training in second-language teaching. The former requires training in the

teaching of all subjects in French and may require additional training in French, and the latter requires training in the skills of teaching in a second language. Neither type of training is readily available in the regular programs of most teacher-training institutions in Canada although a few summer programs are now available and may indicate a recognition of the need.

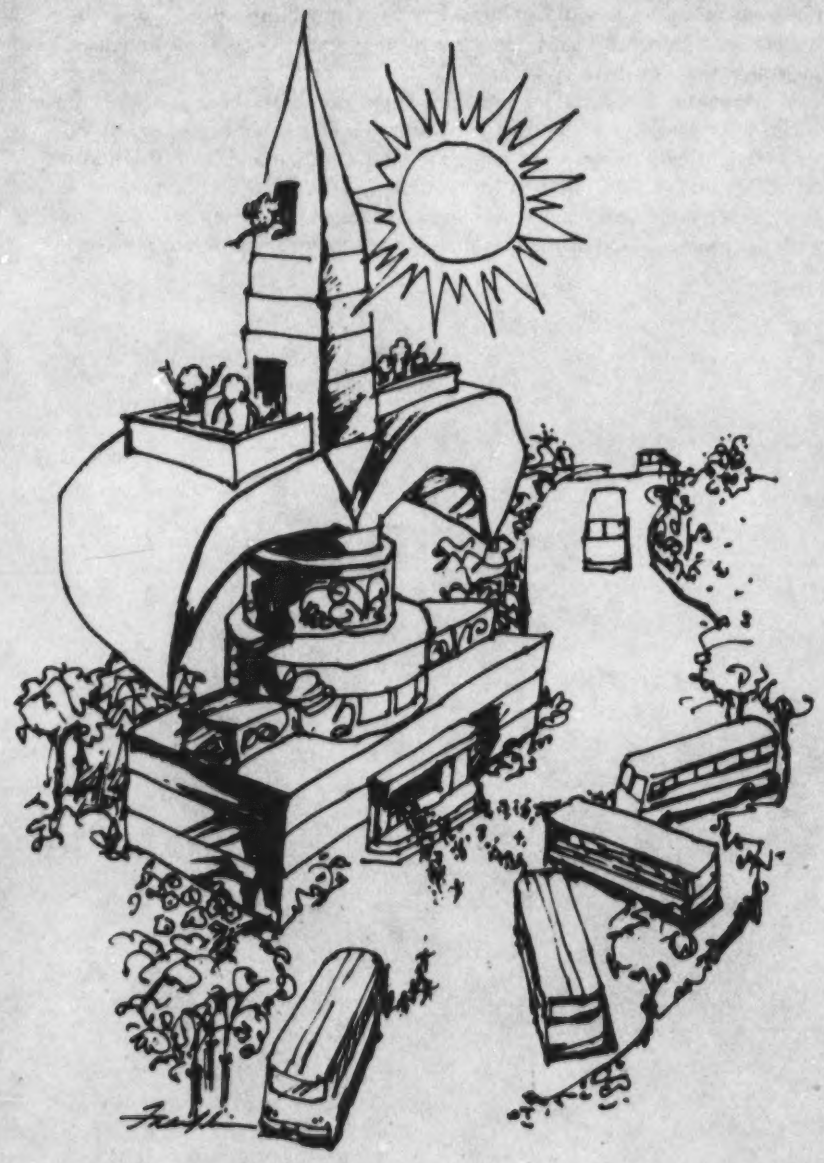
Most beginning immersion teachers need help. An unusual supervisory load is put upon the immersion principal to provide this help either himself, if he is capable, or through consultants and board-organized in-service programs. They will need help in understanding and adapting programs, in devising and assessing teaching strategies for immersion, in evaluating pupil progress using a new set of criteria, in reassuring concerned parents, and in working harmoniously with the English-program teachers whose jobs they may be threatening.

It is unfortunate that the immersion program should have come along just as elementary enrolments started to decline. The teacher redundancy resulting from declining enrolment is accelerated by the requirement for specially qualified teachers for the immersion programs. It is not surprising that some English teachers feel threatened by the immersion programs as they flourish and expand. A principal and a board must be aware of this potential problem and make every effort to anticipate and overcome it, without jeopardizing the quality of the immersion programs. Even an obvious policy such as not using bilingual teachers to teach in English, thus protecting as many English positions as possible, may assist in easing a difficult situation.

An immersion principal may find that concerned parents occupy more than the usual amount of his time. Most immersion parents are very supportive of the program and are delighted that their children have this opportunity, but they are also worried. In spite of the uniformly positive results everywhere, they realize that the program is only fourteen years old and they remain concerned about possible negative effects. They need more frequent reassurance that their children are progressing normally in immersion, even if their progress is different from that of older children who were in a regular program. They need to be counselled and reassured about how to help their immersion children at home either in extending the immersion experience or in enriching their experience in English. They also need to be advised, clearly and quickly, if their children are having special difficulties which may require a decision regarding their continuance in immersion.

In reporting pupil progress, principals will find it easier to do so with reference to the progress in English because of the availability of standardized tests in English and the relative scarcity of tests that are valid for immersion. A few have been developed but the usual practice has been to measure progress in French by means of tests developed for francophones and these have sometimes resulted in unsatisfactory results. This need for suitable measurement of progress in immersion, the need for suitable programs, for new combinations of time in English and French to be tried, and for valid comparisons of the various types of immersion, all add up to a challenging and unique set of problems facing any board that embarks on immersion.

This paper has attempted to list a few of the problems that boards might expect



to face in inaugurating a program of early immersion for its pupils. In so doing, the author has not wished to dissuade any board from beginning immersion but rather to offer the wisdom of hindsight after muddling through nine years of immersion. Hopefully such experience may help boards to anticipate and minimize some of these problems.

Whatever the problems, the immersion approach to learning a second language seems to be here to stay, at least in Canada. Parents have recognized its value as an excellent educational experience for their children and they also foresee its obvious value to their children in the Canada of the future. Because our school systems serve the needs and wishes of pupils and parents, they must learn to cope with the problems and challenges that this revolutionary program presents.

The Role of Music in Second-Language Classrooms

Linda Ironside

Since I'm sure there's not one person in this country who can't sing *Frère Jacques* by heart, I wonder whether we need to remind ourselves of the value of music in French classes. You probably don't remember the verbs, or much of the vocabulary, but you do remember *Frère Jacques*. And what's better, you are probably quite willing to sing it.

The role that music can play in French classes today is as broad as the range of human communication itself. Songs expand our vocabulary, increase our awareness of *la francophonie*, help us to escape the sterility of textbooks, and get us through the Friday doldrums. Music gives us contact with francophones in the most anglophone of communities. Music, one of the most universal and commendable of man's activities, offers the classroom *esprit* — that indefinable something that turns a lesson into an experience, and turns us on to communicating with fellow human beings. Which is, *après tout*, what it's all about.

Music is used and enjoyed by teachers in a variety of ways and for a multitude of purposes, reflecting not only the personality and attitude of the teacher, but the make-up of the class as well, especially the age of the students. Some classes (like that class of Grade 8 boys, for instance), will not be coaxed, prodded, or pushed into singing some little ditty or a modern love song. However, they can probably be enticed to listen to certain easily understood songs that are prepared properly. Music grows on you. Ever catch yourself humming a tune, or singing a commercial that you swore you hated? I guess it is kind of catchy after all.

One of the consistent problems of language teaching, where the objective is the development of communication skills, is finding real situations in which the use of the target language is required and in which the communication is not fake. This has been called the "functional" use of language, as opposed to the "formal" part of the language program, which deals with the language as a semantic and linguistic system, as a code to be broken and practised. A song on a record or tape is by far the easiest and most practical way to provide a functional use of the language. The student must use his knowledge of the language to decipher the song, and what's most important, it is not French for anglophones (that simplified and rather academic version we get in most textbooks) but the same French that goes out over the airwaves in Quebec. If you can't take the student to Quebec, bring Quebec to the student.

Music is FUN! What better reason to employ this medium in our teaching? Not everyone likes to sing, dance, or play an instrument, but most of us get pleasure out of music in one way or another. The extroverts sing in the shower, the introverts listen to the extroverts. So too in the classroom. Everyone benefits from

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a little variety, so needed in learning a skill which requires much reinforcement and repetition (euphemism for drill). Songs also provide a break in the pace of the lesson. Teaching oral language involves a lot of rapid-fire, question-answer activity; music can provide a "pit-stop" for teacher and students alike to cool the engines a bit. Action songs and dances help in some classes to provide physical activity as a break from deskwork.

All societies adorn their language with music in one way or another; words are animated by music and the very sounds of the language take on a new life. A teacher who hears and enjoys the rhythms and sounds of a language can expose students to this through music, where the flow, the rhythm, and the "beat" are so obvious and so attractive to young people.

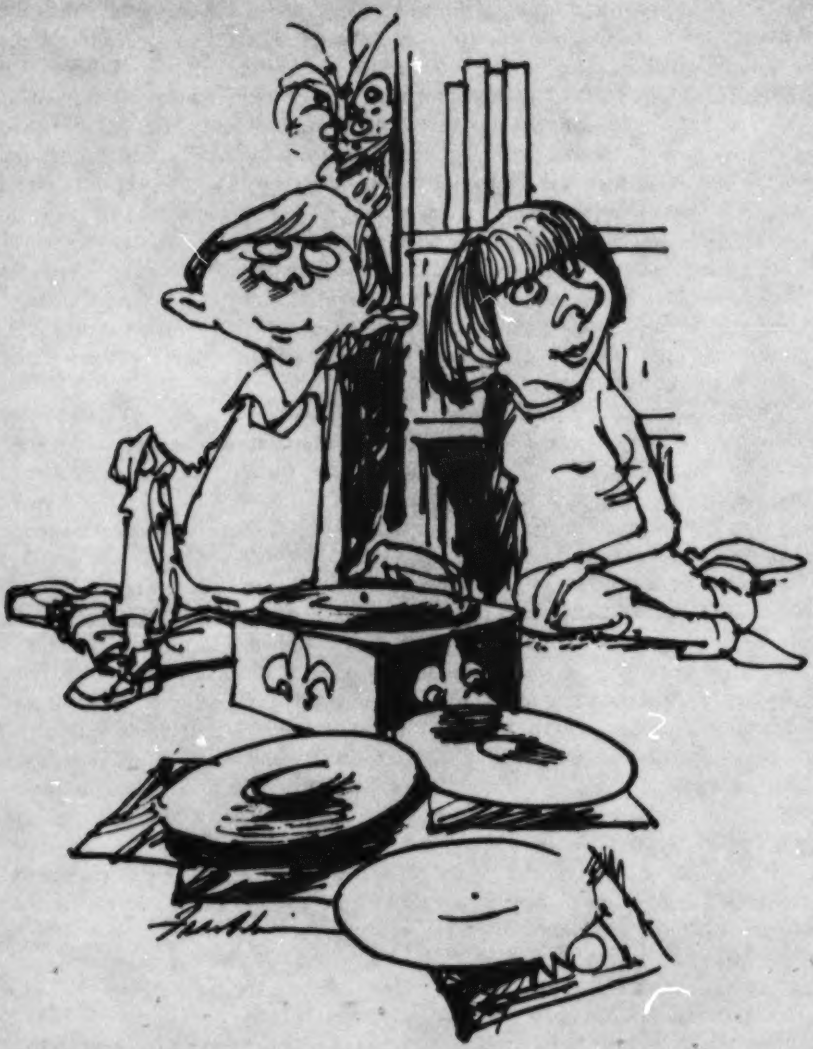
Music is not only fun; it is also INSTRUCTIVE. Advertising jingles are an unpleasant example of how effective music can be in teaching and in passing on messages, even those we don't want to remember. Sometimes students will be asked to learn new vocabulary found in a song, or simply to learn to recognize some new words. A song can be a very pleasant stimulus for oral conversation (Do you like this song? What did the *chansonnier* mean? What is he trying to tell us?), for language study (discovery of cognates, verb forms, etc.), and even for grammatical analysis (What tense is this?). Songs are a natural tool for working on the pronunciation and rhythm of a language, particularly for anglophones who find the rhythm of French difficult to master. Words flow together in songs and we can use this to learn new words and patterns. We know that quite often a person with a speech impediment will lose it when singing. Similarly an anglophone may find the true rhythm of the French language when aided by the natural flow of music.

Songs are also helpful in providing different voices and accents. Francophone as well as anglophone teachers try to expose their students to other variations of language. Some of the modern Quebec *chansonniers* are giving us an excellent medium through which to expose students to a different accent, and yes, even to *joual*. This may not be the French we are teaching in our classrooms, but the students should know it exists.

Music is not only fun and instructive; it is also IMPORTANT. For those outside of francophone communities, it is essential to bridge the gap between classroom French and the real world of living, breathing people with hopes and fears, smiles and tears, not so unlike our own.

Song writers are among the most eloquent spokespeople for French Canada. Our students would do well to listen to what they are saying, for the enjoyment of it, for the vocabulary in it, but also for the knowledge of our country which they can gain through it, of the culture and values of our "other half". The French teacher in Lillooet, British Columbia; Mitchell, Ontario; or Digby, Nova Scotia probably cannot introduce the French-Canadian culture into the class more easily than through the songs presently acclaimed and available on tapes, records and the radio.

Ministries of education and researchers are becoming increasingly aware of the importance of culture, particularly in second-language teaching. However, French teachers are often left to their own devices in locating appropriate tapes and



records. Fortunately, some of our new Canadian programs have recognized the need and included songs in the textbooks.

As a French teacher, I use music for enjoyment, for instruction, and for cultural enrichment. In a broader sense, as an educator, I use music for its own sake. It is the one activity through which I can relate to all other human beings, and which we can enjoy together, regardless of race, color, religion or language. Music has always served, and will continue to serve, to bring people of the world closer together. It is a language which supercedes all others. Highlights of my recent trip

to China were hearing Mozart performed by students, and hearing the words the Chinese sing to the tune of *Frère Jacques*. I also use music because it is one of the mediums which require students to stretch their imaginations. I hope that secondary students are using their creative faculties as they interpret the words, and find the larger meaning in a song. At the elementary level, music can be used for movement education, with the young children physically interpreting the sounds and words they hear. When the creative urge is peaking, we create our own songs, or add verses to someone else's song. Through music, I can integrate French study and place it within the framework of a broad liberal education. In learning a French song, my students are learning French (language), culture (social studies), music, and physical education, if there is a dance or activity involved. It is also valuable as an activity which can involve the students actively. Some elementary French classes have ukeleles or guitars and can combine their music and French lessons quite effectively.

That's why language teachers use music. WHAT do they use? Anything and everything! There are some songs sung in elementary classes that no francophone has ever heard (*Quel temps fait-il?* to the tune of *Rock My Soul*). There are some that are attempts at translations (*Elle descend de la montagne*) to gain the extra mileage that comes from starting with a familiar tune. There are traditional songs (*Meunier, tu dors*) and new songs (*Bonjour, mon ami* — from the *Oh! Canada* kit distributed by the Office of the Commissioner of Official Languages). We use songs of Quebec (*Mon pays*), songs from Europe, popular songs (*Ils ont changé ma chanson*), funny songs, long and short, good and bad. The quality of a song is always, of course, a personal opinion, but I do find my elementary students positively keen about some songs which are musically just dreadful — *c'est la vie*. Then there are songs we write ourselves (try to write a song to the tune of *Found a Peanut*, in which you practise the future tense!). By and large, we like songs for which we have the words, the chords, and a tape or record. The vocally gifted teacher sings, the musically gifted plays an instrument, and the mechanically gifted plays a tape or record player.

HOW do we teach songs? Songs are taught in much the same way we present new material. Students listen first and then are helped to understand by the use of visuals, gestures, explication, etc. This is followed by repetition line by line to ensure students have mastered the new vocabulary. Finally, the class may sing. Sometimes younger students will be asked to mime the song as they sing it. Older students are questioned in French about the thoughts in the song or asked to fill in missing words as an exercise in listening skills. Students in the first or second year of French are probably not given the words to a song but learn it by heart, as they do in primary English classes.

The role of music in the French classroom — variety, enjoyment, vocabulary, culture, imagination, pronunciation, conversation, and relevance. It has a lot to offer, besides getting us through those hot June afternoons. Learning a language is a social as well as a linguistic skill and facilitates contact with other people. The language teacher has the joy and privilege of initiating this contact for students. Music is one of the most pleasant ways to do so. *Frère Jacques* is still my favorite — yours too?

Franco Fun

Elaine Isabelle

With a new generation of Canadian children becoming bilingual, parents are looking to their communities for activities which will make French a meaningful part of their life experience. Many hope the newly acquired skill will open doors and facilitate greater communication with French-speaking Canadians than has been possible in the past. If French time is fun time, it cannot help but reinforce the learning experience at school. Just as educators have realized that learning in the second language is more effective than simply learning the language, parents recognize the importance of having fun in French and of sampling the French cultural heritage via the language vehicle.

Many of the simplest ideas come right out of the bag of tricks that creative parents have always used to enrich their children's experience. They happen right at home and many times involve little more than the initiative of thinking of them. Starting right in your kitchen, younger children can have hours of fun making scrapbooks using labels from cans and food packages. The brightly colored pictures of fruits, vegetables and other familiar items with the French label are great fun to clip and paste. You might want to accumulate a few before starting the activity to avoid losing the labels before you manage to use the contents. Similarly, if you store foodstuffs in glass jars, it can be fun to tape the French label to the jars as you fill them; *amandes tranchées, noix de Grenoble en morceaux, pruneaux dénoyautés*, etc. The translation is right at hand and the contents afford instant comprehension.

An important principle to bear in mind is that of building on an already established interest. Your budding gourmet cook might enjoy using *Les meilleures récettes du Québec* (Mirelle Beaulieu, *La Presse*) or simpler still, collecting and trying the recipes in French on cereal and other boxes. Identifying the rows of vegetables in the garden in French using a waterproof marker and wooden sticks is interesting for the child who enjoys helping to plant the family garden. Again the translation comes along with the package.

The young naturalist may find the French equivalent for favorite trees, wildflowers or birds a fascinating extension of the hobby. Wildlife enthusiasts will be interested in the series of brochures available from the Canadian Wildlife Service: *La faune de l'arrière pays*. This series is a beautiful collection of fifty-seven brochures on hinterland wildlife which is available free of charge. Individuals may obtain ten brochures. Schools, making their request on the school letterhead, may order the complete series. A catalogue is also available. Make your request to: Canadian Wildlife Service, Distribution Section, Place Vincent Massey, 351 St. Joseph Blvd., Hull, Québec, K1A 0E7.

ELAINE ISABELLE is a member of the Citizens' Committee on Children, Editor of the second edition of "What's What For Children Learning French", and a parent of four bilingual children.

Federal Government publications are an excellent source of material as virtually all are available in French as well as in English. Young track and field enthusiasts will enjoy the *Série de l'athlétisme* to decorate their rooms. This series of eight well-illustrated wall charts (88.5 cm by 55.5 cm) with detailed information on technique, training, and rules for each track and field activity is available at fifty cents each. You can order a list of the subject catalogues that are in preparation from: Canadian Government Publishing Centre, Publicity and Promotion, Supply and Services Canada, Hull, Québec, K1A 0S9. Quebec Government publications are also a very good source of material. A catalogue (*Choix de publications gouvernementales*) is available from: L'Editeur officiel du Québec, 1283 boul. Charest ouest, Québec, G1N 2C9.

Middle-aged children (10-15) who enjoy magazines will love *Vidéo-Presse*, a thoroughly Canadian monthly published in Québec. It features a wide range of articles on geography, sports, science, and much more. As well as providing background information for school projects, it is an excellent source of information on other publications that can be ordered by mail. There is something for everyone in this magazine: crossword puzzles, arts and crafts, comics, and even a corner where you can find a pen pal who will correspond with you in French. This and other periodicals are listed in an appendix in this handbook.

Your favorite word games can be played in French too. Remember the one where the next person must say a word or a country beginning with the last letter of your word? *Scrabble* in French is an added challenge. You should bend the rules and encourage the use of a *dictionnaire* — perhaps a paperback for each player. More advanced players will discover intriguing possibilities as verbs are transformed through various persons and tenses by the addition of letters. And did you know that old favorites such as *Monopoly*, *Careers*, *Masterpiece*, and *Face-Off* are available in French editions? Others such as *Mille Bornes* and *Pentathlon* are completely bilingual. Your local store will probably order them for you and they are usually listed in the Christmas catalogue of Simpsons-Sears.

Posters and T-shirts are always popular but rather difficult to find in French. Try pasting your own captions or ironing on your own favorite messages. Young sailors might enjoy *A pleines voiles*! Teenagers would enjoy *Lâche pas*! Some others you might enjoy:

Ne vous gênez pas, faites comme chez vous!
Une joie partagée est doublée
Nous autres, on joue dehors!
Le Français, je le parle par coeur!

The Office of the Commissioner of Official Languages still has available the delightful *Oh! Canada* kit and the activity book which is contained in the kit can be ordered separately. Three beautiful posters, two of them especially for children, are also available. Make your request to: Commissioner of Official Languages, 66 Slater Street, Ottawa, Ontario, K1P 5H1.

Watch carefully for the free or nominally priced offers on cereal and other boxes. They are usually available in French as well as in English. Simpsons-Sears and Canadian Tire each publish a French edition of their catalogue. This is an excellent source of up-to-date vocabulary. You should not however expect to

receive two copies of the same catalogue. Pass this one up if you cannot manage to use the French edition.

Many Canadian communities now have French radio and TV and this can be a great source of exposure to the French language and culture. Wise parents will of course be selective and realize that a program which they consider unsuitable in English does not improve with dubbing. However, most of the TV shows conceived in French for young children are of good quality. Interested parents should consult local listings for possible choices or, even better, cooperate to monitor local offerings and prepare a list of recommended shows. Seek the advice of French teachers. Remember too that a young hockey or baseball fan will find the French coverage of games of particular interest. Also a dubbed American film which your child has enjoyed in English can be fun. Coverage of national and international events is a great time to channel hop and compare the English and French coverage or listen to the speaker directly, rather than to the simultaneous interpretation.

If your family enjoys singing in the car or at the campfire you might add a couple of French songs to your repertoire. For a handy (12 cm by 17 cm) ring-bound book of one hundred all-time favorites, try: *Les 100 plus belles chansons* ($5.95). This convenient little manual features the words of and the music to the one hundred most popular songs of over five hundred published in the collection *La Bonne Chanson*. It is available through your local bookseller or from: Entreprises Culturelles Enr., 399 rue des Conseillers, La Prairie, Québec J5R 2L5.

Community Resources

When we look to the community for possible sources of extracurricular enrichment, the possibilities are as many and varied as the populations they serve. If you live in an area where there is a francophone community there may very likely be a French cultural center. It is well to remember that these centers exist to respond to the needs of the French-speaking and care should be taken not to interfere with their primary *raison d'être*. They may however provide services such as bookstores, libraries and cultural presentations for which your patronage may indeed provide a broader base of support. When it comes to activities and workshops for children, do remember that your child should be sufficiently fluent in French to fit into the situation without disturbing the ambiance so necessary to such centers. Sensitivity on your part in this matter might perhaps lead to arrangements where activities could be organized specifically for English children learning French.

Some communities have a French market which can be great fun for you and your child. Other communities will likely have at least several French merchants. In either case, the merchants are generally very receptive to speaking with children and may even provide a few compliments on their ability to converse in French.

There are many community agencies which are publicly funded and exist mainly to respond to your needs. They are, in general, quite responsive to their ratepayers. For example, many public libraries across Canada have French books

and materials as well as activities in French such as story hours, films, and musical guest artists. Initiation or expansion of such services could depend on your parent group letting the library board know that such services are wanted and would be supported. Similarly, municipal recreation departments can be encouraged to offer some of their courses in the French language where demand warrants it and most are willing to sponsor plays, music in the parks, etc. Many of the basic principles developed by Judy Gibson and Janet Poyen in the article in this handbook on *French For Your Children: How to Get What You Want!* are useful in approaching any public body. Don't hesitate to offer your assistance to your community agencies.

School boards in many communities have provided after-school and summer programs. For example, an Ottawa area board offers a summer program where:

> "students will take part in a multitude of informal activities conducted in the French language including cultural, dramatic and musical activities, language instruction, arts, crafts, sports events, and field trips".

If your school board is not currently offering such programs and there is sufficient interest in such an activity, you might approach them to start one. Similarly, your local community college, university, YM-YWCA or church, are all institutions which might prove responsive to an expressed community desire for activities in French.

In 1980, the National Arts Centre's French theater troupe, *La Compagnie du théâtre du Centre national des Arts*, will be touring eastern Ontario, Québec, and the Maritimes. In addition, *L'Hexagone*, the French school touring branch of the troupe will visit school gymnasiums from B.C. to Ontario during a five month tour. Students with sufficient fluency in French from almost every region of Canada will have the opportunity to enjoy a classical masterpiece and a contemporary play performed by their own national French-language theater.

Travel

Exchange programs and summer camps are described elsewhere in this handbook. Again, the French teachers often can be very helpful in suggesting camps and may have experience with exchange programs. It is sometimes helpful and more fun if several children from the same area can attend a camp or participate in an exchange.

If you are planning a family vacation, you might enjoy the guide on Parks and Historical Sites of Canada available from: Parks Canada, Information Division, 10 Wellington Street, Hull, Québec, K1A 0H4. Specify that you would like the French language guide *Historique*. Remember also that all national parks and museums feature information in both languages. Comparing names and spellings of objects or animals can be interesting and informative for your child. The more advanced student may enjoy taking the guided tours in French. Parents are also reporting delightful experiences in French-speaking areas where their immersion children are rendering helpful translation services for mom and dad and gaining new status and self-confidence.

If a farm vacation with a Québec family interests you, write to: Hébergement à la ferme, Fédération des agricotours du Québec, H2L 2P2. You might also

investigate farm vacations in your own province which might very well include *francophones hors Québec*.

Conclusion

The ideas suggested in this article are intended to stimulate your own imagination. They are necessarily general in nature and leave much of the real research to you. Most important of all, remember the name of the game is FRANCO FUN. Approach any activities with gentle persuasion, encouragement, and support geared to the receptivity of your child.

The Canadian Association of Immersion Teachers

André Obadia

Many Canadian boards of education are attempting to meet the growing demand of parents that their children become more proficient in French. This has led to a proliferation of programs generally designated as **immersion, extended,** and **bilingual**. Subsequently, teachers and administrators began exchanging ideas and discussing various problems encountered in these programs.

The Canadian Association of Immersion Teachers (CAIT/ACPI) was founded in October 1977 at a national convention held in Ottawa. The Association hopes to achieve its aim of promoting and perfecting the use of immersion methods as a means of teaching French (or English) as a second language in elementary and secondary schools by

1. Providing a medium for the exchange of ideas on programs and methodologies.
2. Disseminating the results of research.
3. Encouraging interboard and interprovincial exchanges of teachers and pupils.

Over seven hundred people from every province in Canada attended the founding convention of CAIT/ACPI, and the number attending the 1978 convention increased to nearly eleven hundred. Practical workshops for immersion teachers, coordinators, consultants, and administrators, displays of teaching materials and pupils' work were included in the agenda of both assemblies. Distinguished researchers and educators were invited to speak and much useful information was exchanged among delegates during informal discussions.

CAIT/ACPI has published a survey of curriculum materials for immersion which is available at five dollars a copy and the Executive Committee is presently considering a series of recommendations prepared by a task force on the future orientation and involvement of CAIT/ACPI. The Association published three newsletters in 1979 and hopes to publish as many or more in 1980. The proceedings of the 1978 convention in Montreal have been published as well. A joint committee of CAIT/ACPI and Canadian Parents for French attempted to organize a *Canadian Festival for Bilingual Children*. This three-day gathering in Quebec City would have brought together 150 immersion children from across Canada and the same number of French children from the Quebec City area. Through lack of funding, the children will not meet as planned. The committee instead has prepared a series of themes and activities centered around immersion in Canada and *la fracophonie*. The French booklet describing the project has been sent to all CAIT/ACPI members and can be ordered from either organization.

CAIT/ACPI has created three task forces to study

1. Training programs for immersion teachers.
2. Curriculum in immersion classes.

ANDRE OBADIA has been Coordinator of French for the Carleton Board of Education in Ottawa since 1973. He is currently completing his doctoral dissertation on error analysis of French as spoken by children in immersion. He is the founder of CAIT/ACPI and served as its first President in 1978.

3. The availability of immersion teachers.

This Association exists to facilitate the exchange of ideas and information on French immersion and welcomes inquiries and suggestions.

Canadian Association of Immersion Teachers
Alta Vista Post Office Box 8843
Ottawa, Ontario
K1G 3H8

Suggested Book List for Children Learning French

Micheline Persaud and Marina O'Grady

BEGINNERS (Ages 5-6)

VOCABULARY BUILDING (ABC's, dictionaries, word and counting books)

Les animaux de A à Z. Fernand Nathan

Bruna, Dick.
- *Je sais compter.* Fernand Nathan
- *Je sais lire.*
- *L'arrivée du petit lapin.*
- *Le petit lapin au zoo.*
- *Le petit lapin dans la neige.*

Burningham, John.
- *Le bébé.* Flammarion
- *Le lapin.*
- *La neige.*

Carle, Eric.
- *La petite chenille qui faisait des trous.* Fernand Nathan
- *La petite souris cherche un ami.* Fleurus

Gay, Agnès.
- *Alphabet.* Le Sénevé

Holl, Adelaide.
- *Mes premiers mots.* Deux Coqs d'Or

L'imagier. Flammarion (Père Castor)

Je connais les animaux. Ecole des Loisirs

Je connais mes amis. Ecole des Loisirs

Kaufman, J.
- *Jouons avec les mots.* Deux Coqs d'Or

Marwood, Desmond.
- *Mes 500 premiers mots.* Deux Coqs d'Or

Mitgutsch, Ali.
- *A la campagne.* Hatier
- *Dans la ville.*
- *Sur l'eau.*

Mon premier dictionnaire en 2000 mots et 2000 images. Deux Coqs d'Or

Oster, Pierre.
- *Chiffres en ballade.* Hachette

Rosenstiehl, Agnès.
- *Drôle d'alphabet.* Larousse
- *Mon premier alphabet.*

Spier, Peter.
- *Les animaux ont la parole.* Ecole des Loisirs

Wolde, Gunilla.
- *Titou fait un gâteau.* Dupuis
- *Titou s'habille.*

Zolotov, Charlotte.
- *Monsieur lièvre, voulez-vous m'aider?* Ecole des Loisirs

STORIES

Anfousse, Ginette.
- *La cachette.* Le Tamanoir (Etoile filante)
  A pet animal hides from a little girl and from the reader.

Brunhoff, Jean de.
- *Histoire de Babar le petit éléphant.* Hachette (Nouvelle)
  The story of Babar the famous elephant King.

Burningham, John.
- *La promenade de Monsieur Gumpy.* Flammarion
  Mr. Gumpy's Outing*

Burton, V.L.
- *La petite maison.* G.P. (Rouge et or)
  The Little House*

Caputo, Natha.
- *Roule galette.* Flammarion (Père Castor)
  A Russian version of Johnny-cake.

Celli, Rose.
- *Les trois ours.* Flammarion (Père Castor)
  The Three Bears*

* translation of a book which is well-known in English

MICHELINE PERSAUD is a librarian consultant and is responsible for the selection of children's French-language books for the Eastern Ontario Library System.

MARINA O'GRADY is a children's librarian and is responsible for the selection of children's French-language books for the Ottawa Public Libraries.

Francis, F.
La poupée magique de Natacha. Deux Coqs d'Or
Featuring Natacha, her magic doll and a wicked witch.

Hale, Nathan.
Le cheval bleu. Flammarion (Père Castor)
A blue horse drives to town in the farmer's Sunday clothes. An easy nonsense story.

Hale, Nathan.
La vache orange. Flammarion (Père Castor)
Vox plays nurse to a sick cow with amusing results. Nonsense story.

Lida.
Poule rousse. Flammarion (Père Castor)
The Little Red Hen.*

Lionni, Léo.
Petit bleu et petit jaune. Ecole des Loisirs
Color fun with Blue, Yellow and unexpected Green.

Lionni, Léo.
Pilotin. Ecole des Loisirs
Swimmy*

Lobel, Arnold.
Porculus. Ecole des Loisirs
Small Pig*

Lukesova, M.
La petite fille et la pluie. Duculot
A little girl befriends the rain. A beautifully illustrated picture book.

Major, Henriette.
Un drôle de petit cheval. Centre de Pédagogie et de Psychologie.
The trials of being a famous blue horse.

Michel, Paulette.
La moufle. La Farandole
A cumulative story starring a lost mitten.

Minarik, Else.
Petit-Ours. Ecole des Loisirs
Little Bear*

La poulette grise. Leméac (Littérature de jeunesse)
A traditional French-Canadian nursery song.

Rioux, René.
Cléo. Héritage (Albums Héritage)
A red caterpillar escapes from her pursuers.

Sendak, Maurice.
Max et les maximonstres. Delpire
Where The Wild Things Are.*

Tison, Annette.
Barbapapa. Ecole des Loisirs
Introducing the world famous Blob, Barbapapa.

Wildsmith/LaFontaine.
Le lièvre et la tortue. Deux Coqs d'Or
The Hare and The Tortoise*

Trez, Denise.
Les trois petits cochons. Flammarion (Père Castor)
The Three Little Pigs*

Ungerer, Tomi.
Emile et Crictor. Planète
The adventures of a resourceful octopus and a most unusual snake.

JUNIOR INTERMEDIATE (Ages 7-8)

VOCABULARY BUILDING (Dictionaries and non-fiction)

Fonteneau, Marthe.
Mon premier Larousse en couleurs. Larousse

Grée, Alain.
Les Farfeluches à la campagne. Casterman [Farm]
Les Farfeluches à la maison. [Home]
Les Farfeluches à l'école. [School]
Les Farfeluches au bord de la mer. [Seashore]
Les Farfeluches au cirque. [Circus]
Les Farfeluches au marché. [Market]

Grée, Alain.
Petit Tom et les instruments de musique. Casterman [musical instruments]

Jeunes Chercheurs.
Les autos. Editions Jeunesse/Gamma [Cars]
Les chats. [Cats]
Les serpents. [Snakes]
Le soleil. [Sun]

Ma première bibliothèque Gamma.
Les animaux préhistoriques. [Prehistoric animals]
Les araignées. [Spiders]
Les avions et les ballons [Airplanes and balloons]
Les chevaux et les poneys. [Horses]
Les cowboys.
Les félins. [Cats]

Les singes. [Apes and monkeys]
Les trains.

Mon dictionnaire français/anglais en couleurs. Larousse

STORIES

Agostinelli, Maria Enrica.
Que vois-tu? Qu'en dis-tu? Ecole des Loisirs (Renard poche)
Visual puzzles.

Andersen, Hans Christian.
Les habits neufs du Grand Duc. Hatier
The Emperor's New Clothes.*

Bishop, Claire Huchet.
Les cinq frères chinois. Sénevé
The Five Chinese Brothers.*

Briant, Sarah.
Le chat trop gourmand et le perroquet Fernand Nathan
An amusing cumulative tale about a greedy cat and his gargantuan meals.

Brunhoff, Laurent de.
Babar sur la planète molle. Hachette
Babar visits another planet.

Capek, J.
Un gâteau cent fois bon. Flammarion (Père Castor)
Cat and dog bake a cake using some rather unusual ingredients.

Celli, Rose.
Baba Yaga Flammarion (Père Castor)
Featuring the famous Russian witch.

Chagot, Adolphe.
Le paysan, son fils et l'âne. Ecole des Loisirs (Renard poche)
The Miller, The Boy and The Donkey.*

Chünz, Selina.
Une cloche pour Ursli. Office du Livre
A Bell for Ursli.*

Delahaye, Gilbert.
Martine en avion. Casterman (La Farandole)
Martine fait du camping.

Dorian, Marguerite.
Le roi qui ne pouvait éternuer. Flammarion (Père Castor)
The king's sneezeless state causes severe repercussions throughout his kingdom.

François, Paul.
La grande panthère noire. Flammarion (Père Castor)
A wily panther outwits a party of hunters.

Grimm.
Herbe d'amour. Hatier
Rapunzel*

Grimm.
Les musiciens de Brème. Fernand Nathan
The Bremen Town Musicians.*

Gurney, Nancy.
Le roi, les souris et le fromage. Ecole des Loisirs (Renard poche)
The King, The Mice and The Cheese.*

Hacks, Peter.
L'ours au rendez-vous des garde-chasse. Ecole des Loisirs (Renard poche)
There was once a bear who was rather too fond of a certain mixture of honey, spices and vodka. This led to many ribtickling adventures.

Kellogg, Steven.
On peut le garder? Ecole des Loisirs
Can I Keep Him?*

Lionni, Léo.
La maison la plus grande du monde. Ecole des Loisirs
The biggest house in the world.*

Lobel, Arnold.
Isabelle. Ecole des Loisirs
Lucille*

Lobel, Arnold.
Sept histoires de souris. Ecole des Loisirs
Mouse Tales.*

Morel, Etienne.
La plus mignonne des petites souris. Flammarion (Père Castor)
A cumulative tale featuring a stern father and a lovelorn young mouse.

Un petit chacal très malin. Flammarion (Père Castor)
In which Jackal outwits Tiger and saves Braham from an untimely end.

Ruille, Bertrand.
Histoire du nuage qui était l'ami d'une petite fille. Grasset-Jeunesse
Ever taken a "Cloud bath"?

Steig, William.
Sylvestre et le caillou magique. Flammarion
Sylvester And The Magic Pebble.*

* translation of a book which is well-known in English

Tallon, Robert.
Manuella. Ecole des Loisirs
Tallon uses only drawings of hands and fingers to create his world of snakes, trees, airplanes and ballerinas. An intriguing format which stimulates discussion.

Tison, Annette.
La maison de Barbapapa. Ecole des Loisirs.
Le théâtre de Barbapapa.
More adventures of the lovable pink Blob.

Tison, Annette.
Un château pour Angelo. La Farandole
Plastic overlays add to the fun of this house-hunting adventure.

Trez, Denise.
Pourquoi pas? Ecole des Loisirs
Nonsense verse.

Ungerer, Tomi.
Guillaume l'apprenti sorcier. Ecole des Loisirs
The Sorcerer's Apprentice.*

Ungerer, Tomi.
Les trois brigands. Ecole des Loisirs
The Three Robbers.*

Velthuijs, Max.
La colombe et le bûcheron. Fernand Nathan
A Czech version of the Fisherman and His Wife.

Wildsmith/LaFontaine.
Le financier et le savetier. Deux Coqs d'Or
Le meunier, son fils et l'âne.
Two fables also available in English in the Oxford University Press Edition.

INTERMEDIATE (Ages 9-10)

VOCABULARY BUILDING

Assiniwi, Bernard.
Les Iroquois. Leméac (Chicouté)
[Canadian Indians]

Cayless, Ray.
La natation. R.S.T. [Swimming]

Chicandard, C.
Aimons et soignons les animaux.
Gautier-Languereau. [Care of pets]

Cowan, Geoffrey.
La magie en s'amusant. R.S.T.
[Magic]

D'Ami, Rinaldo.
Les animaux de l'océan et des abysses.
Hachette [Animals of the oceans]

D'Ami, Rinaldo.
Les animaux de la prehistoire.
Hachette [Prehistoric animals]

Hoare, Robert.
La seconde guerre mondiale. Granger
[World War II]

Johnston, Ted.
1001 Tours de chimie et de biologie.
Deux Coqs d'Or [Chemistry and biology]

Kent, Howard.
Le yoga vivre heureux. R.S.T. [Yoga]

Lamarque, Colette.
Comment faire de merveilleux déguisements. Fernand Nathan [Costume making]

Lamarque, Colette.
Comment faire des gadgets. Fernand Nathan [Crafts]

Marin, Lise.
La cuisine merveilleuse et amusante.
Fernand Nathan [Cooking]

Puiboube, Madeleine.
Jardinons à la maison. Fernand Nathan
[Gardening]

Ulyatt, Kenneth.
La vie d'un cowboy dans l'ouest américain. Flammarion [Life in the American West around 1870]

STORIES

Chapon, Georges.
Ulysse et le cyclope. Hatier.
Picture book version of the famous encounter between Ulysses and the one-eyed giant.

Guillot, René.
Crin-Blanc. Hachette (Idéal)
A boy and a wild horse based on the award-winning Lamorisse film.

Harrison, David.
Le livre des géants ingénus. Deux Coqs d'Or.
Three gigantic tales complete with spells, magic formulas and glorious illustrations.

Hodeir, André.
La brosse à dents de Papa Sanglier.
Ecole des Loisirs (Renard poche)
Of crocodiles and toothbrushes and enterprising boars. Very amusing.

BST

Kästner, Erich.
Le 35 mai. Hachette (Rose)
Anything can happen on May 35th and it does.

Lindgren, Astrid.
Fifi Brindacier. Hachette (Rose)
Pippi Longstocking*

Lindgren, Astrid.
Zozo la tornade. Hachette (Rose)
The amusing and hassling days of Zozo the human tornado.

North, Sterling.
Fripon raton laveur. Hachette (Rose)
Rascal.*

Prou, Suzanne.
Erica et le prince grognon. Casterman
King Léon had prohibited laughter throughout his kingdom. Then along came Erica and nothing was ever the same again.

Schmidt, Annie.
Monsieur Ouiplala. Fernand Nathan (Internationale)
The ups and downs of life with an absent-minded sorcerer.

Ségur, Comtesse de.
Les malheurs de Sophie. Folio (Junior)
A little girl with a genius for finding trouble and getting into it.

Sobol, Donald.
Les énigmes de Bobby-la-Science.
Hachette (Rose)
Encyclopedia Brown.

Waber, Bernard.
Félix Parfait. Ecole des Loisirs (Renard poche)
Perfect Félix does everything right. His friends, on the other hand are less perfect, but most entertaining.

Weir, Rosemay.
Albert, le dragon. Hachette (Rose)
Albert the dragon.*

Wilder, Laura Ingalls.
La petite maison dans les grands bois.
Fernand Nathan (Internationale)
The Little House In The Big Woods.*

Wilder, Laura Ingalls.
La petite maison dans la prairie.
Flammarion (Chat perché)
Little House On The Prairie.*

ADVANCED (Ages 11-13)

Berna, Paul.
Le cheval sans tête. G.P. (Souveraine)
The mystery of the horse without a head, and the 100 million francs hidden inside it.

Bonzon, Paul-Jacques.
Les compagnons de la Croix-Rousse.
Hachette (Verte)
A group of friends recover their lost dog, and stumble onto a mystery in the process.

Cenac, Claude.
Quatre pattes dans l'aventure. Magnard (Fantasia)
The adventures of a dog who wanted to see the world.

Cernaut, Jean.
Zone interdite. La farandole (Mille épisodes)
A World War II story featuring two children abandoned and alone in occupied territory.

Fillol, Luce.
Prune. Magnard (Fantasia)
Anyone who is or has been thirteen, a little plump and a little shy already knows Prune.

Gripari, Pierre.
Contes de la Rue Broca. La Table Ronde
A collection of stories featuring the broom-closet witch, Prince Blub, the talking potato and many others.

Loiseau; Y.M.
Le mur du froid. Hachette (Idéal)
Featuring a mysterious cold ring, a group of inquisitive boys and visitors from outer space.

Martel, Suzanne.
Surréal 3000. Jeunesse (Plain feu)
Science fiction set in Montreal in the year 3000.

Maurois, André.
Patapoufs et Filifers. Fernand Nathan
Hilarious adventures from the land of Fattypuffs and Thinifers.

Storr, Catherine.
Catchpole story. Fernand Nathan (Internationale)

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* translation of a book which is well-known in English

A tale of mystery and suspense complete with kidnappings and stolen jewels.

Taylor, Theodore.

Le petit garçon dans l'île. G.P. (Spirale) The Cay*

Vivier, Colette.

La maison des quatre vents. G.P. (Souveraine)

Rémi's adventures in the Résistance during World War II.

Periodicals and Comic Books

Mary Ann Rainer

Children's French periodicals and comic books can be an excellent vehicle for learning the language. The following list of periodicals and comics have been "tested" on a small group of immersion children. Although these magazines are written for the French child and presuppose a certain vocabulary, the immersion children were able to cope with and enjoy the material listed for their respective age groups (with the exception of preschool and some primary school-age children).

The following list was compiled from samples submitted by the distributors and is not intended to be complete, nor are any commercial endorsements intended. The prices are those of the 1979-80 school year and are subject to change. In addition to or as an alternative to individual subscriptions, parents may wish to encourage their school or public libraries to subscribe to some of them.

Please note that a subscription to *VIDEO-PRESSE* (one of the few magazines Canadian in origin) runs from September to June and should be ordered as early in the school year as possible.

Addresses of the two distributors subsequently referred to are:
LIBRAIRIE DUSSAULT,
8955, boul. St. Laurent,
Montréal, Québec,
H2N 1M6
(514) 384-8760
PERIODICA INC.,
7045, av. du Parc,
Montréal, Québec,
H3N 1X8
(514) 274-5468

CHILDREN'S FRENCH MAGAZINES

AGES 3 TO 5 YEARS

Le Journal de Nounours
- Twice monthly
- Price: $39.00 per year
- Origin: France
- Content: Simple stories of bears; coloring, pasting, and cutting activities
- Distribution: PERIODICA or LIBRAIRIE DUSSAULT

Le Journal de Babar
- Monthly
- Price: $22.30 per year
- Origin: France
- Content: Pleasant stories to read to young preschool children
- Distribution: LIBRAIRIE DUSSAULT

AGES 6 TO 8 YEARS

Pomme d'Api
- Monthly
- Price: $38.95 per year
- Origin: France
- Content: Pictures to look at and stories to tell; some cutting and pasting activities; insert for parents; well received by children
- Distribution: PERIODICA or LIBRAIRIE DUSSAULT

Belles Histoires (de Pomme d'Api)
- Monthly
- Price: $49.50 per year
- Origin: France
- Content: Stories, pictures, poems, and games to be read to the young child (K to Grade 1)
- Distribution: PERIODICA or LIBRAIRIE DUSSAULT

AGES 7 TO 12 YEARS

Okapi
- Twice monthly
- Price: $74.20 per year
- Origin: Belgium
- Content: Stories, games and action posters; booklets on various parts of the world included as extras
- Distribution: PERIODICA or LIBRAIRIE DUSSAULT

MARY ANN RAINER served as the first Executive Secretary of Canadian Parents for French. A resident of Ottawa since 1967, her three children are all enrolled in the early immersion program of the Carleton Board of Education.

AGES 9 TO 14 YEARS

Record-Dossier
- Monthly
- Price: $35.70 per year
- Origin: Belgium
- Content: Describes the world of today; seems to appeal more to boys
- Distribution: PERIODICA or LIBRAIRIE DUSSAULT

Vidéo-Presse (enthusiastically received by all, including parents)
- 10 issues per year (September to June)
- Price: $9.95 per year or $1.25 per issue
- Origin: Canada
- Content: Articles on various parts of Canada, science articles, comics and adventure stories; activities; also suitable for ages 7 to 12
- Distribution: VIDEO-PRESSE, Editions Paulines Inc., 3965 est, boul. Henri-Bourassa, Montréal, Québec, H1H 1L1

(Also PERIODICA or LIBRAIRE DUSSAULT)

Jeunes Années
- Published once every three months
- Price: $16.75 for 2 years
- Origin: France
- Content: A magazine with many projects and interesting activities for girls and boys
- Distribution: FRANCS ET FRANCHES CAMARADES, 66, chaussée d'Antin, Paris 9, France

AGES 14 YEARS AND UP

Sélection du Reader's Digest
- Monthly
- Price $1.25 for a single issue $10.96 per year
- Origin: Canada
- Content: Short articles of general interest
- Distribution: SELECTION DU READER'S DIGEST, 215, avenue Redfern, Montréal, Québec, H3Z 2V9

La Vie des Bêtes
- Monthly
- Price: $27.00 per year or $2.50 for a single issue
- Origin: France
- Content: A sophisticated nature magazine for the older pupil which may also be suitable for ages 9 to 14
- Distribution: PERIODICA

Christiane
- Monthly
- Price: $24.00 per year
- Origin: France
- Content: A young adult girl's magazine with articles on current events and interesting places; European locale
- Distribution: LIBRAIRIE DUSSAULT

Québec Chasse et Pêche
- Monthly
- Price: $15.90 per year
- Origin: Canada
- Content: Outdoors magazine for the young adult (hunting and fishing)
- Distribution: LIBRAIRIE DUSSAULT

CHILDREN'S FRENCH COMICS

AGES 6 TO 8 YEARS

Pépin la Bulle (K to Grade 2)
- Monthly
- Price: $18.90 per year
- Origin: Italy
- Content: Pictures and simple activities; could be read by some children in Grade 1 and 2
- Distribution: LIBRAIRIE DUSSAULT

AGES 7 TO 11 YEARS

Le Journal de Mickey
- Weekly
- Price: $82.00 per year or 80¢ per single issue
- Origin: France and Belgium (printed in both)
- Content: A Walt Disney Production; characters: Mickey Mouse, Donald Duck, Goofy, Porky Pig, etc.; extra stories: Mandrake the Magician, etc.; seems to appeal to both boys and girls
- Distribution: PERIODICA

Fripounet
- Weekly
- Price: $53.00 per year
- Origin: France
- Content: Comic book style characters
- Distribution: LIBRAIRIE DUSSAULT

Picsou (Grades 2, 3 and 4)
- Monthly
- Price: $26.20 per year
- Origin: France
- Content: A Walt Disney Production similar to "Le Journal de Mickey"; some children found the stories funny but "young"
- Distribution: PERIODICA or LIBRAIRIE DUSSAULT

Tintin
- Weekly
- Price: 75¢ per single issue
  $29.00 for 6 months
  $54.00 per year
- Origin: Belgium
- Content: The adventure stories were much appreciated by the boys but less enthusiastically received by the girls
- Distribution: PERIODICA and
  LES DISTRIBUTIONS ECLAIR
  8320, place de Lorraine,
  Montréal, Québec,
  H1J 1E4

AGES 9 TO 14 YEARS

Formule 1
- Weekly
- Price: $63.00 per year
- Origin: France
- Content: Comics for the older child; centerfold sports picture
- Distribution: LIBRAIRIE DUSSAULT

Records

Beth Mlacak

Records can be a "fun" way of introducing the French language to English-speaking children of all ages. They can bring instrumental music, singing, stories, poetry, plays, and games into the home and classroom and are an effective teaching tool as well as an excellent cultural resource.

It is strongly recommended that a child learning French acquire at least a few of his own records even though they are expensive. Parents can sustain a child's developing interest in the French language and culture by including French records on gift lists. Favorites can be borrowed from friends and parents can band together for a fund raising effort to buy French records for the school or local library. Seek the advice of teachers, librarians, music consultants, musicians, and friends on what records to buy, as it is virtually impossible to "store test" them. If there is a French record store in your area they will carry catalogues and the staff will often be able to recommend suitable records for your child. Children's French records may not be readily available in some parts of Canada but they can usually be ordered. Most record and book stores are very helpful in this regard.

Every effort has been made to ensure that the information listed is as accurate as possible. Prices which were able to be determined are indicated and are subject to change. The listing is not intended to be complete and commercial endorsements are not intended.

1. *Chansons et comptines de grand-père Cailloux* TAM357 $6.98
   - two books corresponding to the record are available at $2.95 each.
   - deals with seasons, animals, games.
   - Grand-Père Cailloux has been a popular TV character.
   - for French children from three to eight years of age.

2. a) *Les voyages de Muska* OP354 $6.98
   - animals.

   b) *La Fée d'Azur* OP352 $6.98
   - fairies.

   c) *Scaramacca* OP355 $6.98
   - the world of the clown.

   d) *Dans la nature il y a* OP353 $6.98
   - poetry.

   The above set deals with the four worlds to which children are most sensitive. For French children from three to eight years of age.

3. *Le gardien de joie* OP350 $6.98
   - accompanying book of the same title is $4.95.
   - a child's fantasy composed by his teacher under the child's direction.
   - for French children from eight years of age and up.

4. *Les huîtres magiques* OP351 $6.98
   - accompanying book of the same title is $4.95.
   - Québec adaptation of a traditional European fairy tale.
   - for French children from eight years of age and up.

All of the above records can be obtained from:

Les Diffusions de la Court Echelle
4627, rue Saint-Denis
Montréal, Québec
H2J 2L4 (514) 844-7757

C'est la récreation 990-0 $8.98
- Edith Butler, Angèle Arsenault, Jacqueline Lemay.
- fifteen songs, words included.
- created especially for use in the dynamic method of teaching French to children.
- for children from Kindergarten to Grade 4.

BETH MLACAK is a member of Canadian Parents for French and a parent of three children enrolled in immersion courses offered by the Carleton Board of Education in Kanata, Ontario.

Chansons dans le vent 991-X $8.98
- Guy Auger and Jolène Parent.
- fifteen songs, words included.
- for children from seven to ten years of age.

The two preceding records can be obtained from:
Les Editions Projets Inc.
342, terrasse Saint-Denis
Montréal, Québec
H2X 1E8 (514) 845-4126

One elephant, deux éléphants LFN 78-01 (Elephant Records) $8.98
- Sharon, Lois, and Bram.
- seventeen songs, two in French, words included.
- a gentle introduction to French.
- for all ages.

Smorgasbord LFN 79-02 (Elephant Records) $7.95 (1979)
- Sharon, Lois, and Bram.
- one French song, words included.
- for all ages.

Si tu aimes le soleil – chansons et comptines pour les petits (WRC-279 (World Audat/Custom Series) $8.47
- sixty simple songs and rhymes organized in a monthly and seasonal sequence, booklet with words enclosed.
- for children from three to ten years of age.

Au clair de la lune WRC-464 (World Audat/Custom Series) $8.47
- forty songs and poems with accompanying word sheets.
- follow-up record to *Si tu aimes le soleil.*
- for elementary school-age children.

Note: Cassettes of the above two records are $9.04 each.

The above two records are available from:
Mrs. Joan Northcott
c/o Centre d'activités françaises
Box 1270, 63 Main Street
Penetanguishene, Ontario
L0K 1P0 (705) 549-8594

Musique soleil MS 12120 $5.00 + tax
- Suzanne Pinel.
- songs, lyrics, music, mobile and coloring book included.
- for children from Kindergarten to Grade 3.

Un cadeau pour toi MP 1047 $5.45 + provincial tax where applicable
- Suzanne Pinel.
- songs, words on the dust jacket.
- cassette and tape also available at $5.00 each.
- for children in immersion from Kindergarten to Grade 5 and for children in French schools from Kindergarten to Grade 3.

TCD Records and Tapes are the distributors of the two preceding records. If they cannot be found at stores they may be obtained from:
1163 Parisien Street
Ottawa, Ontario
K1B 4W4 (613) 741-9851

Maple sugar – songs of early Canada Springwater Productions Ltd. (1973) $11.98 (1979)
- thirty-one songs, four in French, lyrics not included.
- two LP records
- for all ages.

Angèle Arsenault – libre PS-19903 (SPPS Disques) $6.98 (1978)
- words and music by Angèle Arsenault.
- ten songs, words included.
- for children from Grade 5 and up.

Je veux toute toute toute la vivre ma vie PS-9915-A
- Angèle Arsenault.
- lively song on a 45 RPM record from the *libre* album.
- for children from Grade 5 and up.

Les chansons de ma vie TMT-1017 (Tembo Music Canada)
- Roger Whittaker.
- fourteen songs, words not included.
- for children with a good command of French.

Les 20 meilleurs chansons JPA-7507 (Tembo Music Canada)
- Roger Whittaker.
- words not included.
- for children from Grade 2 and up in immersion French.

Les chantines de Cavall album A (French) $15.00
- Jean Cavall.
- five records (7"-33.3 RPM), ten songs, lyrics included.

- well-known English nursery rhymes.
- designed for use in core, immersion, and extended French programs.
- bilingual version also available; English is spoken first.
- 2-12" LPs also available with 2 extra songs, $7.98 (TCD Records and Tapes or Jean Cavall).
- cassette $16.00.
- for preschool to Grade 1 children.

Chants pour les jeunes Series 1-2-3, $15.00 per series
- Jean Cavall.
- French songs the French children are singing today.
- five records (7"-33.3 RPM) in each series, lyrics included.
- ten songs in Series 1, twelve in 2, and thirteen in 3.
- cassette is $16.00 per series.
- Series 1 – Kindergarten and Grade 1, Series 2 – Grades 2 and 3, Series 3 – Grades 3 and up (immersion).

The Cavall records can be obtained from:
Jean Cavall Incorporée
77 Howard Street, Suite 902
Toronto, Ontario
M4X 1J9 (416) 921-7941

Les instruments de l'orchestre CC-15.112/13 (Select-Stereo) $11.96
- Yehudi Menuhin.
- two LPs, chords, woodwinds, brass, saxophone, harp and percussion.
- could be tied in with the *Music of Man* CBC TV series hosted by Menuhin.
- for children with a good command of French who are interested in music.

Mario Duschenes CC-15.066 (Select) $5.98
- flute and recorder music from the thirteenth to the twentieth century played by Mario Duschenes who conducts bilingual children's concerts in Montréal, Ottawa, and Toronto.

Nana Mouskouri pour les enfants 6325.300 (Fontana) $7.98
- a tried and true favorite.
- cassette available at $8.98.
- 12 songs, lyrics not included but available from London Records of Canada Ltd.
- for children from Kindergarten to Grade 6.

Le tournesal 6399-002 (Fontana) $7.98
- Nana Mouskouri.
- twelve songs, lyrics not included.
- although not specifically for children, a good follow-up to *pour les enfants*.
- for all ages.

Canadian folk songs RCICS 100 $30.00
- nine LP records, includes many French Canadian songs.
- for all ages.
- can be obtained from:
CBC Merchandizing
Box 500, Station A
Toronto, Ontario
M5W 1E6

Les quatre saisons de Piquot GT-102 $7.98
- Gilles Vigneault (narrator).
- illustrated book included.
- a fable about a young Québec boy, divided into four stories which take place during the four seasons.
- music limited to harmonica played between stories.
- for immersion children from Grade 5 and up. Requires attention.
- if not found in stores can be obtained from:
Granger Frères
210 ouest, boul. Crémazie
Montréal, Québec
H2P 2S4

Les douze travaux d'Asterix SK67377 (Emi. Pathé) $6.98

Raoul Roy Folklore Vol. 5 S-398.235 (Select) $5.98 (1978)
- popular French songs.
- there are four other volumes:
1. M-298.068, 2. M-298.095, 3. SSP-24.152, 4. SSP-24.177.

Rythmique des petits
- vol. 1 – S-398.240, vol. 2 – S-398.241, vol. 3 – S-398.242 (Select) $5.98 each.
- rhythm exercises.

Chansons enfantines CGP122 (RCA Victor-Gala) $4.95
- Dianne Lamarre and Richard Charron.
- for children from Kindergarten to Grade 2.

Chansons enfantines
- vol. 1 6499664, vol. 2 6499665, vol. 3 6499666 (Fontana) $2.80 each.

Super livre disque G5854 (L'Arche de Noé)
- junior productions musique.
- distribution: Sonopresse or Hatier.
- there are others in this series.

Contes musicaux – Hansel et Gretel Hatier $14.50
- Engelbert Humperdink.
- also available: *Coppélia, le carnaval des animaux, l'invitation à la valse, l'apprenti sorcier, le lac des cygnes* (Tchaïkovsky).
- can be obtained from:
  Editions Hurtubise HMH
  380 ouest, St.-Antoine
  Montréal, Québec
  H2Y 1J9 (514) 849-6381

Les chansons du savoir vivre
- vol. 1 SSC-13.038, vol. 2 SSC-13.039 (Select) $4.98 each
- songs about everyday situations.
- for children from Kindergarten to Grade 2; good teaching aid.

Les chansons de Perlin et Pinpin
- vol. 1 SP-12.145, vol. 2 SSP-24.193 (Select) $4.98 each
- good vocabulary needed.
- recommended as a teaching aid in early immersion.

Maman Fonfon raconte et chante CGP 151 (RCA Victor-Gala) $3.95

Chantons en français
- vol. 1 FC7721, vol. 2 FC 7722 (Folkways) $8.98 each (1979)
- Alan Mills and Hélène Baillargeon.
- songs intended for children learning French.
- can also be obtained as a combination of both volumes FC77212.

Bobino et Bobinette
- vol. 1 M-298.067, vol. 2 M-298.087, vol. 3 M-298.117, vol. 4 M-298.124, vol. 5 S-398.147, vol. 6 S-398.185, 12" LPs (Select) $4.98 each (1979)
- Stade 1. SMM-733.005, Stade 2. SMM-733.025, 7" records (Select) $3.98 each *Racontent Beethoven* S-398.216, *Racontent Schubert* S-398.217, *Racontent Mozart* S-398.218 (Select) $4.98 each.
- well-known from their TV program.
- valuable learning resource as a great many subjects are covered in vol. 1-6 and Stade 1 and 2.
- the composers lives and excerpts from their familiar compositions are presented in the last three records listed. Children from six years of age and up who are interested in music will benefit from the discussion which follows the music.

La chanson de Jackie
- vol. 1 SP-12.012, vol. 2 SP-12.163, vol. 3 SSP-24.179, vol. 4 SSC-13.042 (Select) $4.98 each.
- an "old favorite" series for preschool and Kindergarten children.

Un enfant dans les sables SSC-13.056 (Select) $4.98 (1978)
- a musical comedy for children with good vocabulary.
- for elementary immersion children.

Il était une fois ALP-45 (Select) $4.98 (1978)
- well-known fairy tales.
- immersion children from K-3.

Jeanne d'Arc Charlebois raconte Anderson SCC-13.054 (Select) $4.98
- Andersen's fairy tales.

Jo Akepsimas chante pour les enfants SSC-13.053 (Select) $4.98
- for children from K-5.

Mannick chante pour les enfants SSC-13.049 (Select) $4.98
- for children from K-5.

Mannick et Jo chantent Noël pour les enfants SSC-13.050 (Select) $4.98
- the above three records were produced for French children but would be enjoyed by any child at the elementary level with sufficient French vocabulary.
- Mannick and Jo Akepsimas have collaborated on other records as well.

Fables de la Fontaine et la chèvre de monsieur Séguin SSC-13.035 (Select) $4.98
- Gérard Philipe and Henry Tiscot.
- famous fairy tales for elementary school children with a good knowledge of French.

Rondes avec les amstramgrams
- vol. 1 SAS-593, vol. 2 SAS-594 (Select) $4.98 each.
- rounds which children love to sing and dance to.

80 comptines du sablier SAD-501 (Select) $4.98
- nursery rhymes performed by children from two schools in Québec.
- for children from K-3.

Les comédiens français chantent pour les enfants ALP-44 (Select) $4.98
- 14 songs for children. Anglophone children may not be familiar with the performers.

32 rondes et comptines ALP-43 (Select) $4.98
- rounds and nursery rhymes for French preschool and Kindergarten children.

Alors chante! chansons pour nos petits
- no. 1 78-39013, no. 2 78-39013, no. 3 78-39013 (Garnier).
- eight page paperback book with record.
- content differs for each no.
- songs for French preschool and Kindergarten children.
- available from:
  La Librairie Dussault
  8955, boul. Saint-Laurent
  Montréal, Québec
  H2N 1M6 (514) 384-8760

La petite Christine 77-22591 Age d'or/disque-livre (Casterman)
- eighteen page hardcover book with record enclosed.
- a fairy tale by Andersen for the early grades.

Tom pouce 77-22051 Age d'or/disque-livre (Casterman)
- a familiar fairy tale by Grimm in the same format as above.

The above two books and records (as well as the Casterman series of books/records under the *Peluche* title) are available from Dussault. They are *les deux petits lapins* by Cappe (77-21333), *la maison de Ti-Ma-Tou* by Raillon (77-21335), *l'ours aimable* by Weyergans, and *le prince grenouille* by Grimm (77-21332). The *Peluche* series are twelve page softcover books for the early grades.

Cendrillon ALB 180 (Album Festival)
- two records; familiar fairy tale.

Le petit chaperon rouge ALB 179 (Album Festival)
- two records; familiar fairy tale.
- *Sinbad le marin, le vilain petit canard, la belle au bois dormant,* and *le petit poucet* are also available on the Festival label.

Les petits chanteurs du Mont-Royal PCMR008
- children's choir from Mount Royal in Montréal.
- for all ages to enjoy.

Le merveilleux petit monde de Mireille Mathieu 2424 040 (Polydor)
- popular French Canadian songstress.
- for children from Kindergarten to Grade 6.

Le vilain petit canard CBS 1091 (Casterman) $4.50
- The Ugly Duckling by Andersen.
- book and record.
- *les musiciens de Brême* (10903), *le vieux sultan* (10905), *les six compagnons* (10906), *Blanche-Neige et les sept nains* (10911), and *le prince grenouille* (10917), fairy tales by Grimm; *le petit chaperon rouge* (10900), *le petit poucet* (10902), *cendrillon* (10908), *la belle au bois dormant* (10909), *le chat botté* (10910), and *Peau d'âne* (10914), fairy tales by Perrault are also available.

Alors, raconte . . . ADP 100-117, 122-127, 133-144 (Garnier) $3.25
- books with records.
- fairy tales.

Anne Sylvestre fabulettes 10023 (Barclay)
- little fables for children from Kindergarten to Grade 6 in immersion.

Mon premier livre de chansons ELP 117 and 118 (ERATO)
- les petits chanteurs de Saint-Laurent (a children's choir).
- two small records to accompany a very attractive song book (Larousse).

Danse jolie danse SP-12.144 (Select) $4.98 (1979)
- ethnic dances from around the world.

French children's songs FC 8003 (Folkways)
- Alan Mills.
- two, ten inch records.
- for children from Kindergarten to Grade 6.

Songs children sing in France 1404 (Riverside Wonderland)
- de Cormier.

Children's game songs of French Canada 7214 (Folkways)

Rondes et chansons enfantines CGP 268 and 269 (RCA Victor Gala)

Chez Hélène vol. 1: CAL 1072, vol. 2: CAL 1099 (RCA Victor Camden)
- Hélène Baillargeon.
- songs and anecdotes from her former TV show.
- for preschool and Kindergarten to Grade 2 children.

Il était un fois ALP-45 (Alouette Select) $4.98

Les contes de Perrault vol. 1 FC7861, vol. 2 FC7862 (Folkways)
- fairy tales by Perrault.
- text in French and English.
- for children in the early elementary grades.

La leçon de choses en chansons 1007, *l'orthographe en chansons 10001, la géographie en chansons* 10012 (Barclay)
- general science, spelling and geography presented in songs.
- excellent teaching aid.

Les aventures de Piccolo et Saxo
- vol. 1 826.561, vol. 2 826.576, vol. 3 826.574 (Philips)
- amusing introduction to different instruments in the orchestra.

Rondes et chansons de France
- vol. 1 6199-031, vol. 2 6199-032, vol. 3 6199-033, vol. 4 6199-034, vol. 5 6199-035, vol. 6 6199-036, vol. 7 6199-037, vol. 8 6199-047, vol. 9 6199-046, vol. 10 6199-045 (Philips)
- two seven inch records and a book easily understood.

Rondes et comptines 76646 (Collection un livre un disque, RCA Hatier)
- *Le chat botté* (76644), *la petite sirène* (76642), *Gulliver à Liliput* (76643), and *cendrillon* (76647) are also in the series. *Les enfants chantent Noël* (76655) is available as well and includes five songs in French and five in English. Other records are available in this series.
- for school-age children.

Michka albums-disques du père Castor (Flammarion) $6.50 (1979)
- *premiers jeux, jeux chantés, la grande panthère noire,* and *le roi* are other titles in this series.
- book with record enclosed.
- recommended for the early primary grades.

42 rondes enfantines célèbres 141 (Album Festival)

Fables et comptines de ma Mère l'Oye pour les tout-petits 36222 (Livre-Disque Disneyland) $1.98.
- twenty-four page illustrated book, seven inch record enclosed.
- *Bambi* (30922) and *Hiawatha le petit indien* (33022) are just a few suggested titles from Disney's reasonably priced series. Disney also carries twelve inch LPs at $2.98 and twelve inch LPs with an accompanying 11 page book at $4.98.
- for children of all ages.

Je vis et je m'exprime avec mes comptines E88 (Brault & Bouthillier) $13.50 (1978)
- 65 nursery rhymes to introduce music and rhythm.
- an illustrated book with two records enclosed.
- a teaching aid for preschool and the early elementary grades, also for special education.
- can be obtained from:
  Brault & Bouthillier
  700, Beaumont
  Montréal, Québec
  H3N 1V5 (514) 273-9186

Jeux musicaux Martenot P-3107, P-3108, P-3109, P-31010, P-31011 (Pleiade Select)
- expensive records, not easily obtained, dealing with singing, musical instruments, pitch, tone and rhythm. Activities included pertaining to the record subject.

Album-disques du Père Castor Socadis $11.50 each (1979)
- nine books each having two records enclosed.
- can be obtained from Librairie Dussault or
  Socadis
  350, boul. Lebeau
  Montréal, Qué.
  H4N 1M6

Sol-interdit aux adultes FA 49401 (RCA Victor Opus)
- Sol – not for adults.

- for older children with a good vocabulary.

Apprendre en s'amusant 826.585 (Fontana Special)
- includes *la table de multiplication* and *l'alphabet en chansons*.
- for children from Grade 1 to 3.

The following are recommended by Marina O'Grady of the Ottawa Public Library:

L'apprenti sorcier 6599 453 (Philips)

Aladin et la lampe merveilleuse 6499 663 (Philips)

Cloclo et Bibi en vacances 10021 (Barclay)
- Claude Léveillée.
- songs and stories.

Contes d'Andersen HF-90162 (Harmonie-Colombia)
- Eric Laudon.
- *La petite marchande d'allumettes, les habits neuf de l'empereur, la petite sirène.*

Le dernier des Mohicans, Napoléon, Don Quichotte, Barbe-Bleue, Christophe Colomb, Robin des Bois, etc. PP 71 (Petit Poucet)
- the Petit Poucet Stories of Musidisc-Europe Productions.
- two dozen other records.

Le petit prince FLD 22 (Festival) $7.98
- Gérard Philipe (narrator).
- a beloved and famous story for all ages.

Mary Poppins 101522 $2.98 12" (Disque Disneyland) $3.98

Les Robinsons des mer du sud 100422 (Disque Disneyland) 12" $3.98

20,000 lieues sous les mers 101422 (Disque Disneyland) 12" $3.98

Winnie l'ourson et l'arbre de miel 101622 (Disque Disneyland) 12" $3.98

Teenagers choose most of their own records and are more apt to be interested in currently popular singers and groups. It is particularly, although not exclusively, for them that the following artists are suggested.

Arsenault, Angèle — Acadian composer-singer
Bécaud, Gilbert — composer-singer
Brel, Jacques — Belgian singer, now deceased
Butler, Edith — Acadian composer-singer
Charlebois, Robert — French Canadian
Deschamps, Yvon — French Canadian *raconteur*
Hardy, Françoise — singer-composer
Julien, Pauline — French Canadian
Leclerc, Félix — French Canadian singer - story-teller - poet - novelist.
Leveillée, Claude — French Canadian singer-composer
Leyrac, Monique — French Canadian
Mathieu, Mireille — French
Mouskouri, Nana — easily understood Greek singer
Reno, Ginette — French Canadian
Roy, Raoul
Simard, René — young French Canadian singer
Vigneault, Gilles — French Canadian poet-singer-composer
Whittaker, Roger — well-known British singer
Gagnon, André — popular French Canadian composer-pianist

Groups
Cano — French Canadian folk rock group from Sudbury
Beau Dommage
Fiori Séguin
Garolou — folk rock
Harmonium — classical rock
McGarrigles — Kate and Anna, rock ballad composers-singers from Montréal

Watch for personal appearances of some of the above performers at local universities and theaters.

Canadian Parents for French will attempt to maintain an updated list of records at the National Office and this information will be available upon request.

Summer and Other Opportunities

Patricia Smith

Opportunities for summer fun and instruction in the French language exist in every province in Canada, particularly in Quebec and Ontario. They range from informal bilingual play groups to more structured French immersion in camp, classroom, and cultural settings. Listed here are a number of programs available on a cross-Canada or provincial exchange basis. Canadian Parents for French attempts to keep an up-to-date listing of all such activities (see CPF Newsletter, Issue No. 6, March 1979). Information on activities in your province can be obtained from the National Office of CPF, Terminal P.O. Box 8470, Ottawa, Ontario K1G 3H6 (613) 749-3430.

Bilingual Exchange Programs

Open House Canada — Hospitalité Canada

- reciprocal exchanges between young people from all parts of Canada
- organized and funded by the Department of the Secretary of State
- travel expenses paid by "Open House"; least expensive, most direct route
- hosts accommodate visitors and provide program of activities
- exchanges offered between individuals or groups speaking different official languages and resident in either the same province or a different province; minimum of five days
- funding available for escorted groups of fifteen to twenty-two people
- ages sixteen to twenty-two for individual exchanges (twinned by computer)
- ages fourteen to twenty-two for group exchanges (pre-matched)
- $10 fee for each participant (1979)
- contact:
  Open House Canada
  Department of the Secretary of State
  Citizenship Sector
  Les Terrasses de la Chaudière
  15 Eddy Street, 12th Floor
  Hull, Québec K1A 0M5
  (819) 994-1313

Visites Interprovinciales

- three types of bilingual visits: two-way exchange, one-way visit, school group exchange
- no age limit, usually students in Grades 6 to 13
- for individual two-way exchange: cost of transportation
- for one-way visit: cost of transportation, room and board
- for school group: $10 per student (this includes transportation)
- contact:
  Visites Interprovinciales
  Box 669, Station K
  Toronto, Ont. M4P 2H1
  (416) 488-5954

  79, rue Martel
  Loretteville, Qué. G2B 2W6
  (418) 842-2494

  139 Foster Ave.
  London, Ont. N6H 2L2
  (519) 438-8889

  1645, de Sables
  Sherbrooke, Qué. J1J 1B9
  (819) 569-8711

Canadian Council of Christians and Jews

- bilingual exchange visits for high school students ages fourteen to eighteen
- two weeks in Quebec, two weeks in home of exchange partner
- students must have studied French or English for at least two years
- no room and board costs; students travelling to and from western provinces pay $60; from Ontario and Atlantic region $30 (1979)
- contact:
  Canadian Council of Christians and Jews

PATRICIA SMITH has taught primary and secondary school in Canada and in England and is a member of Canadian Parents for French.

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Atlantic Provinces
1657 Barrington St.
Roy Bldg., Room 410
Halifax, N.S. B3J 2A1
(902) 429-4544

Ontario
49 Front St. E., 2nd. Floor
Toronto, Ont. M5E 1B3
(416) 364-3101

Alberta/Saskatchewan
630-8th Ave. S.W.
Calgary, Alta. T2P 1G6
(403) 262-3354

Quebec
1010 St. Catherine St. W.
Room 323
Montreal, Que. H3B 1E6
(514) 866-1929

Manitoba
224 Phoenix Bldg.
388 Donald St.
Winnipeg, Man. R3B 2J4
(204) 943-9155

British Columbia
736 Granville St., Room 1130
Vancouver, B.C. V6Z 1G3
(604) 684-6024

Family Adventure — Aventure Famille
- family-to-family exchange for Quebec and Ontario families
- contact:
  Mr. Bill Mercer
  Canadian Council of
  Christians and Jews
  49 Front St. E.
  Toronto, Ont. M5E 1B3
  (416) 868-0507

  M. Denis Flack
  Conseil Canadien des
  Chretiens et des Juifs
  1010, rue Ste. Catherine Ouest
  Pièce 323
  Montréal, Qué. H3B 1E6
  (514) 866-1929

The Experiment in International Living of Canada
- individual homestay visits to Quebec communities
- one to three weeks; cost $40 plus transportation
- ages sixteen and over, including adults
- group exchanges also arranged
- also organize language camp/homestay program (see Encounter French Canada below)
- contact:
  The Experiment in International Living of Canada
  876 Eglinton Ave. E., Suite 2
  Toronto, Ont. M4G 2L1
  (416) 425-1514

Encounter French Canada
- sponsored by the Experiment in International Living of Canada
- a two-week French immersion language camp, followed by a one-week reciprocal exchange homestay with a French Canadian family
- for English-speaking Canadian students, ages fourteen to sixteen who have studied French for at least two years
- camp portion held at Station Forestière de Duchesnay (twenty-two miles northwest of Québec City); homestay in Québec City area
- departure points established from Vancouver, Calgary, Edmonton, and Halifax (by air), from Toronto and Montreal (by bus)
- federal grants cover transportation cost
- cost $395 (unless further grants obtained from province)
- application deadline first week in May
- contact:
  The Experiment in International Living of Canada
  see above address

Education Canada
- national travel and study program
- travel costs funded by the Department of the Secretary of State
- for high school students from across Canada; minimum age fourteen
- students attend classes in different provinces or territories for up to four months
- program operates during regular school year
- individual itineraries planned
- students stay in homes of other students from participating schools
- interested students should apply directly to their school's administration

- funded by the Department of the Secretary of State, provincial departments of education, school boards, and schools
- participating schools are requested to contribute $85
- participating families asked for a voluntary contribution of $135
- reciprocal exchanges can be arranged with French schools
- contact:
  Education Canada
  c/o The Canadian Bureau for International Education
  141 Laurier Ave. W., Suite 809
  Ottawa, Ont. K1P 5J3
  (613) 237-4820 — local phone number
  (800) 267-4290 — for calls from Nfld., Man. and west. All other calls should be made collect to local number

Programmes d'Echange d'Etudiants
- bilingual reciprocal exchanges; individual and group
- exchanges arranged within Quebec and between Quebec and all other provinces
- informational 16mm color film and slide presentation available for viewing
- ages ten to fifteen; cost of $25 per student covers transportation, supervision and insurance (1979)
- contact:
  Programmes d'Echange d'Etudiants
  1117, rue Ste. Catherine Ouest, Suite 521
  Montréal, Qué. H3B 1H9
  (514) 845-9163

Bilingual Exchange Secretariat
- coordinates bilingual exchanges between school boards in Canada
- English and French-speaking students are "twinned", each spending two weeks of July in the other's home
- summer exchanges for grades eight to thirteen; school-year class exchanges also arranged for both elementary and secondary students (Kindergarten to Grade 13) which can last from a few days to a week or perhaps three weeks; average is ten days
- fee $85; travel subsidies provided (1979)
- contact:
  Bilingual Exchange Secretariat
  1580 Merivale Road, Suite 505
  Ottawa, Ont. K2G 4B5
  (613) 998-3760
  or local school boards

University Language Programs

Summer Language Bursary Program
- funded by the Department of the Secretary of State
- approximately 7,600 bursaries granted to post-secondary students across Canada who enrol in immersion studies in French or English at accredited institutions
- bursaries have a value of $850 each (subject to change); will defray costs of tuition, room and board, books; does not cover transportation costs (1979)
- for information regarding bursaries and accredited language institutions, contact provincial coordinators:

Newfoundland
Madame Marie-Christine Halliday
French Consultant — Curriculum Division
Dept. of Education
P.O. Box 2017
St. John's, Nfld. A1C 5R9
(709) 737-2738

Nova Scotia
Mr. J. Roland AuCoin
Assistant Director
French Curriculum
Dept. of Education
Box 578, Trade Mart Bldg.
Halifax, N.S. B3J 2S9
(902) 424-6646

Quebec
M. Maurice Beaulieu
Conseiller linguistique
Bureau des sous-ministres
Ministère de l'Education
1035, rue de la Chevrotière
Québec, Qué. G1R 5A5
(418) 643-4633

Manitoba
Mr. Raymond Hullen
Bureau de l'Education française
Dept. of Education
509-1181 Portage Ave.
Winnipeg, Man. R3G 0T3
(204) 786-0126

Alberta
Mr. Roger Mahé
Coordinator, Second-Language Programs
Students' Finance Board
1100 Park Square
10001 Bellamy Hill
Edmonton, Alta. T5J 2V2
(403) 427-5538

Northwest Territories
Mr. Gerald Mulders
Assistant Director
Dept. of Education
Yellowknife, N.W.T. X1A 2L9
(403) 873-7250

Prince Edward Island
Mr. Ronald F. Rice
Director of Teaching and Instructional Support, Dept. of Ed.
P.O. Box 2000
Charlottetown, P.E.I. C1A 7N8
(902) 892-3504

New Brunswick
Mrs. Viviane Edwards
Coordinator of Second Language Services
Dept. of Education
P.O. Box 6000, King's Place
Fredericton, N.B. E3B 5H1
(506) 453-2780

Ontario
Mr. W.H. Clarkson
Director of Student Awards
Ministry of Colleges and Universities
8th Floor — Mowatt Block
Queen's Park
Toronto, Ont. M7A 2B4
(416) 965-3965
" " -7191
" " -3208

Saskatchewan
Mr. Victor O.L. Lalonde
Educational Consultant — French
Dept. of Education
3130 8th Street E.
Saskatoon, Sask. S7H 0W2
(306) 373-8800

British Columbia
Mr. Cyrille Fournier
French Programs Coordinator
Ministry of Education
835 Humboldt St.
Victoria, B.C. V8V 2Z7
(604) 387-1547

Yukon Territory
Mrs. Marjorie Almstrom
Coordinator, French Language Programs, Dept. of Education
P.O. Box 2703
Whitehorse, Yukon Territory Y1A 2C6
(403) 667-5610

National Coordinator
Mr. Boyd Pelley
Summer Language Bursary Program
252 Bloor St. W., Suite S500
Toronto, Ont. M5S 1V5
(416) 964-2551

A number of Canadian universities permit students who have not yet completed secondary school and who are not yet eighteen to enrol in summer language programs.

Travel in Quebec

Vacances — Familles Inc.

- helps arrange all types of family holidays; lodging facilities throughout Quebec include private homes, farms, resorts, public and religious institutions, outdoor centers, cottages, hostels, etc.
- upon request, will organize vacations with specific cultural themes (history, architecture, geography, linguistics, etc.)
- annual membership open to families ($15) and groups or associations ($1 per member)
- travel costs: adult, $16.50 per day on a farm (including two to three meals), $20 to $30 in a hotel (four persons); child, $13.80 per day on a farm, $17 to $27 in a family inn
- contact:
  Jean-Marie Lachance, Directeur général
  Vacances — Familles Inc.
  1661, avenue du Parc
  Ste. Foy, Qué. G1W 3Z3
  (418) 658-0576

Club Jeunesse Inc.

- arranges travel programs for two age groups: eleven to fourteen, fourteen to eighteen

- two-week to two-month programs, lodging in youth hostels, camping areas, etc.; travel by deluxe mini-buses to all regions of Quebec
- travel costs depend on distance of trip, type of lodging
- 1979 membership: $10 new member, $12 family, $6 renewal
- contact:
  Club Jeunesse Inc.
  5450 Côte des Neiges, Suite 320
  Montréal, Qué. H3T 1Y6
  (514) 342-3136

Séjourbec

- organizes group of individualized cultural and educational programs throughout Quebec; July and August: ages nine to twelve, thirteen to sixteen
- cost: $125 per week (1979)
  contact:
  Séjourbec, Box 265
  Rivière-du-loup, Qué. G5R 3Y8

Tourbec

- assists with travel arrangements, flights, tours, etc. in Quebec
- contact:
  Tourbec
  347 est, rue St. Paul
  Montréal, Qué. H2Y 1H3

  Tourbec
  29 rue d'Auteuil
  Québec, Qué. G1R 4B9

Travel in France

Chez des Amis

- makes arrangements for tourists to stay with French families in private homes, as private guests
- guests and hosts are screened and efforts are made to match interests and personalities
- host families live in nearly every part of France
- payment made in advance: single room costs $24, $29, or $37 per day; double room $29, $39, or $47; children under twelve are $10, $12, or $15; continental breakfasts included; hosts offer dinner for between $6-$12 per person including wine. Rates are in American funds
- visitors can stay with several families in different areas of France. Trip can be planned as an entire vacation or included in a longer European trip
- Charter class air fare from Toronto-Paris ranges from $399-$489, Canadian currency and applies every day but Wednesday, and must be reserved 30 days in advance (1979).
- contact:
  Air France or a travel agent.

Summer Camps in Quebec

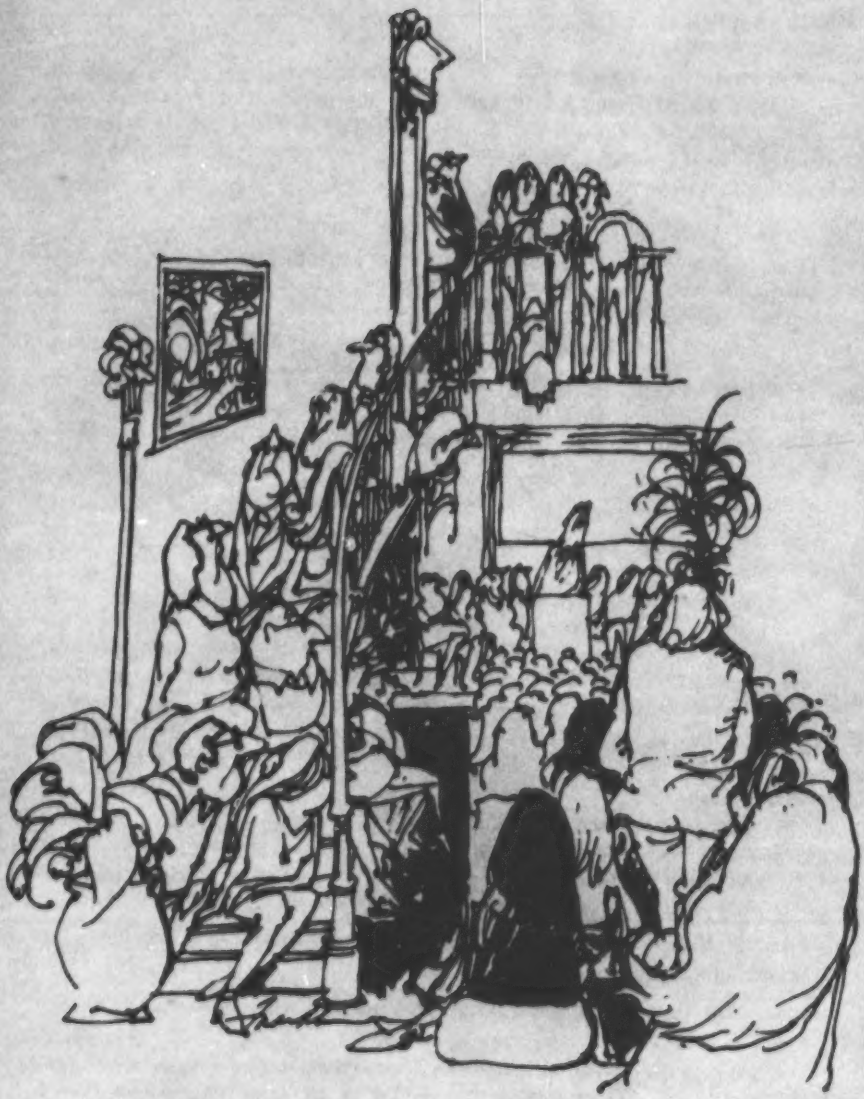
- a listing of accredited camps can be obtained by writing to:
  Quebec Camping Association (English)
  2233 Belgrove Ave.
  Montreal, Quebec H4A 2L9
  (514) 489-1541

  M. Raymond Hade
  Directeur général
  Association des Camps du Québec Inc.
  1415 est, rue Jarry
  Montréal, Québec H2E 2Z7
  (514) 374-4700 ext. 447
- application forms for students who may wish to work in a French camp may also be obtained
- you may request an indication of those camps offering bilingual programs or those which accept English-speaking children

In seeking various types of French summer and other programs in your own local area contact libraries, parks and recreation departments, churches, French and English community centers, YM-YWCAs, school boards, community colleges and French bookstores, radio and television stations. Consult French newspapers as well. Contact CPF's National Office or your CPF provincial director for information on Day and Resident Programs or for Specialized Camps.

Mention of a program or an organization in this article does not necessarily imply approval by Canadian Parents for French. CPF does not accept responsibility for any of the programs or organizations mentioned. Please write directly to the addresses given for further information about programs or organizations.

If you have information about French programs that you feel should be included in a national listing of French language summer activities, please forward the particulars to the National Office of CPF.



Canadian Parents for French

Janet Poyen

Canadian Parents for French (CPF) was founded in March 1977 by a group of parents from across Canada dedicated to the improvement of French second-language instruction in Canadian schools. Membership has grown from the thirty-five founding parents to well over five thousand parents representing all of Canada.

The goals of Canadian Parents for French are threefold:

a) To assist in ensuring that each Canadian child has the opportunity to acquire as great a knowledge of the French language and culture as he or she is willing and able to attain

b) To promote the best possible types of French-language learning opportunities

c) To establish and maintain effective communication between interested parents and educational and government authorities concerned with the provision of French-language learning opportunities.

Canadian Parents for French, a voluntary group, is essentially a three-tiered organization: National, Provincial, and Local.

The National Board of Directors consists of one Director from each of the ten provinces.

The National Office is situated in Ottawa with an Executive Secretary whose duty it is to coordinate projects of national interest and to act as a liaison for the provincial organizations of CPF. The provincial organizations deal with matters of provincial concern and aid local CPF organizations in their efforts to promote better second-language opportunities in their community.

CPF is acting as a resource for parents interested in better French-language instruction for their children. To do this, a number of projects have been undertaken.

1. A national newsletter is printed four times yearly with information of general interest such as:

a) The three types of French-language programs — core/extended/immersion — what they are and what they are meant to accomplish.

b) Summer French and exchange programs across Canada available to anglophone children.

c) Money for French second-language programs — where it comes from and where it goes.

2. A national conference is held yearly for members during which parents get a chance to talk with other parents committed to the idea of effective French second-language programs. It also provides for parents an opportunity to

JANET POYEN was Chairman of the French Steering Committee of the Victoria School Board and is now CPF's National Chairman. She taught high school French in Alberta and has two daughters in immersion programs.

participate in workshops on topics of general interest with a variety of experts as resource people. Thus the conference provides an educational experience for all in attendance.

3. Various publications (such as the one you are reading now) popularizing pertinent information are produced and, as noted elsewhere, an annotated bibliography of relevant research is available.

CPF is pleased to have been involved in the production of this booklet and trusts that the information contained herein will be useful to parents, teachers and administrators.